DOCUMENT RESUME

ED 283 734 SO 017 916

TITLE	Global History. A Curriculum Guide. Second Semester. Theme IV: Developing Democratic and Nationalist Movements Have Had an Effect around the World. Teacher Strategies. Experimental Edition.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE	82
NOTE	89p.; For related student worksheets, see SO 017 917; for other global history materials, see SO 017 913-923.
AVAILABLE FROM	New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Course Content; *Curriculum Guides; Democracy; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; *Nationalism; Politics; Resource Materials; Revolution; Secondary Education; Secondary School Curriculum; World History

ABSTRACT

Designed to assist teachers and supervisors in the implementation of the global history course, this bulletin presents learning activities which include the rationale, performance objectives, and teaching strategies related to Theme IV entitled, "Developing Democratic and Nationalist Movements Have Had an Effect around the World." There are four subthemes: (1) The Roots of British Democracy; (2) The Concept of Natural Law Was Manifested in the Enlightenment; (3) The French Revolution Was Influenced by External as Well as Internal Forces and Had an Impact throughout the World; and (4) The Impact of Nationalism Has Been Profound and Global in Nature. Included is a suggested calendar of lessons as a guide for teaching global history on a daily basis. (KWL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

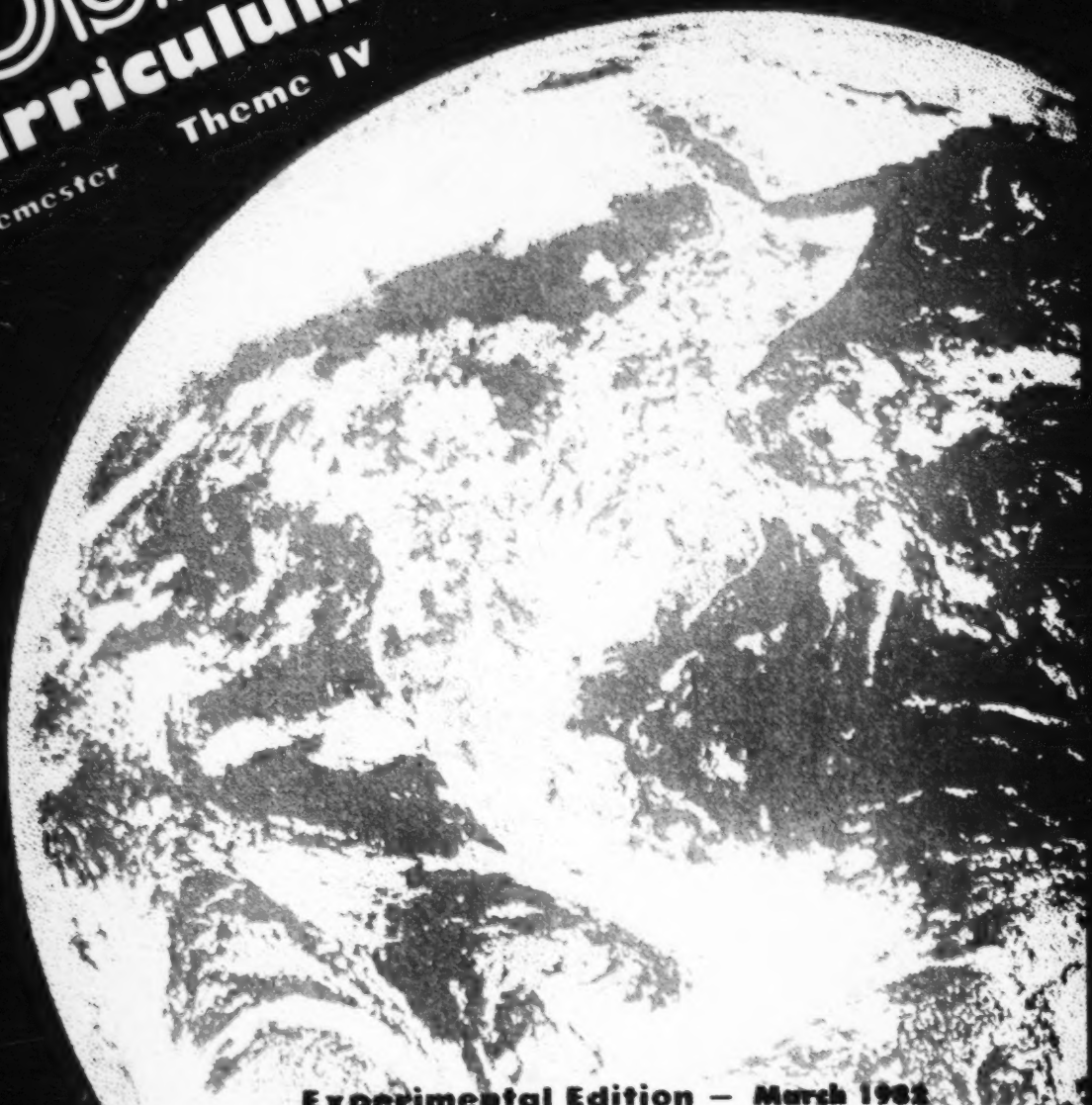
ED283734

Teacher Strategies

GLOBAL HISTORY

A Curriculum Guide

Second Semester Theme IV



SO017914

Experimental Edition — March 1982

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

E. Alaine Mitchell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Teacher Strategies

GLOBAL HISTORY

A Curriculum Guide

Second Semester Theme IV

Experimental Edition – March 19[illegible]

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF
CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM AND INSTRUCTION

NEW YORK CITY BOARD OF EDUCATION

Joseph G. Barkan, *President*
Amelia H. Ashe, *Vice President*

Stephen R. Franse
Irene Impellizzeri
Marjorie A. Lewis
Miguel O. Martinez
James F. Regan

Frank J. Macchiarola, *Chancellor*
Richard F. Halverson, *Deputy Chancellor*
Thomas K. Minter, *Deputy Chancellor for Instruction*

Charlotte Frank, *Executive Director*
Division of Curriculum and Instruction

Copies of this publication may be obtained from the Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, New York. 11201. Checks should be made payable to "Curriculum Publications."

Price: N.Y.C. Public Schools: $2.50
All others: $5.00

©Copyright 1982 by the Board of Education of the City of New York.

Application for permission to reprint any section of this materials should be made to the Chancellor, 110 Livingston Street, Brooklyn, New York, 11201. Reprint of any section of this material shall carry the line, "Reprinted from *Global History: A Curriculum Guide* by permission of the Board of Education of the City of New York.

EVALUATION OF GLOBAL HISTORY LEARNING ACTIVITIES

1. Are the goals of this course of study clear?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

2. Does this document meet your students' needs?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

3. Is the format of this document useful?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

4. Is the document well organized?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

5. Is there sufficient emphasis on reading skills and map skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

6. Is there sufficient emphasis on writing skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

7. Are the materials on an appropriate reading level for your students?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

8. Was the interest level of the materials high among students?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

9. Would you make changes in the types of learning activities presented in this document?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

10. Did the learning activities enable the students to achieve the performance objectives?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

11. Was there a sufficient variety of activities in the learning strategies?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

12. Do you think there will be any difficulty in implementing this course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

13. Did the Calendar of Lessons enable you to better structure your course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

14. What additions, deletions, or changes in sequence would you recommend for each theme?

THEME III: Changes in Thought and Actions Led to the Emergence of the Modern World

_____

_____

_____

THEME IV: Developing Democratic and Nationalistic Movements Have Had an Effect Around the World

_____

_____

_____

THEME V: The Industrial Revolution Had Global Impact

15. What do you consider to be the overall strengths and/or weaknesses of this Global History course outlined?

16. What changes would you make to improve the quality of this document?

17. Do you have any additional comments?

Foreword

Global History was developed in response to a growing awareness of the factors transforming our world into a global village. That people and nations are becoming increasingly interdependent is manifested in almost every facet of daily life, from the rising price of oil to the growing number of overseas telephone calls. In an interconnected environment, when one strand of the web is jolted, reverberations are felt in every other strand. The hostage crisis in Iran and the wheat shortage in the Soviet Union are but two illustrations of this phenomenon. The challenge for Americans is not only to recognize these linkages as a fact of life, but also to understand their ramifications and to adapt to the requirements of an interdependent world.

Traditional curricula must be revised if our educational institutions are to prepare students to meet the demands of the 21st century. New courses must be introduced to equip students with the skills and understandings necessary for coping with an interdependent world. Among the essential tools are a knowledge of the past, an appreciation of other cultures, an increased facility in foreign language, and an awareness of the implications of interdependence. This three-semester course in Global History represents a major step toward enabling students to meet the challenges and opportunities inherent in our global village.

Charlotte Frank

CHARLOTTE FRANK
Executive Director
Division of Curriculum and
Instruction

Acknowledgments

Global History is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

Dr. Florence Jackson, former Director (Acting), Social Studies Unit, and Elliot Salow, Unit Head (Interim Acting), Social Studies Unit, provided supervision and guidance for the writing of the course's outline and learning activities for Themes 3, 4, and 5, Semester II of the Global History course of study. The Social Studies Unit is part of the Office of Curriculum Development and Support, Dr. Morris Freedman, Director.

Lloyd Bromberg, Assistant to the Director, Social Studies Unit, organized the materials for Semester II and wrote many of the learning activities.

Dr. Donald Schwartz, Hillcrest High School, edited for historical accuracy and wrote strategies and learning activities.

The following educators wrote the strategies for Semester II of Global History:

Geoffrey Cabat, McKee Vocational High School
Louis Cerqua, Junior High School 135, Bronx
Jeff Feinberg, Assistant Principal, Abraham Lincoln High School
Donald Johnson, Associate Professor, New York University
Jean Johnson, Friends Seminary
James Killoran, August Martin High School
Eileen Neeson, James Monroe High School
Lawrence Pero, Assistant Principal, John Dewey High School
Irwin Pfeffer, Thomas Jefferson High School
E. Bonnie Silvers, Aviation High School
Maurice Tandler, Sarah J. Hale High School
Edward Tarangelo, South Shore High School
Jack Zevin, Professor, Queens College
Stewart Zimmer, August Martin High School
Ira Zornberg, John Dewey High School

A team of educators representing the Manhattan Social Studies Supervisors Association prepared skills activities which have been integrated into themes 4 and 5. The members of this writing team were:

Stanley Ederheimer, Chelsea Vocational Hish School
Sybil Evans, Charles Evans Hughes High School
Robert Gumerove, Fashion Industries High School
Richard Shevlin, Washington Irving High School

We want to extend our appreciation to the National Endowment for the Humanities for sponsoring a four-week summer staff development program for the implementation of Global History. This was held at the CUNY Graduate Center under the leadership of Professor David Felix.

Special thanks are extended to Gerson Antell, Director, Project DEEP, for supervising the integration of economic concepts into this bulletin. The

writers and reviewers from Project DEEP were Jess Witchel and Richard Weissberg.

The final edition and production of the volume was the responsibility of the Editorial/Production Unit of the OCDS, which is headed by Alaire Mitchell and includes curriculum specialists Sarah Corbin, Maureen Maguire and Marita Regan. Sarah Corbin was editorial and production coordinator for Theme 4.

Cover Design:	Malgren Restrepo
Book Design:	Maureen Maguire
Mechanicals:	Regina Denenberg, Conrad Nunnally
Editorial Assistants:	Deborah Epstein, Steven Goodman, Patricia Happy, and Mike Kopecky

Table of Contents

Theme IV: DEVELOPING DEMOCRATIC AND NATIONALIST MOVEMENTS HAVE HAD AN EFFECT AROUND THE WORLD

Introduction..... 1

Global History Themes..... 3

How To Use This Bulletin..... 5

Content Outline..... 7

Suggested Calendar of Lessons.....11

Subtheme A: *The Roots of British Democracy*.....15

Subtheme B: *The Concept of Natural Law Was Manifested in the Enlightenment*.....33

Subtheme C: *The French Revolution Was Influenced by External as well as Internal Forces and Had an Impact throughout the World*.....41

Subtheme D: *The Impact of Nationalism Has Been Profound and Global in Nature*.....67

x

Introduction

Over 100 years ago, the conservationist John Muir stated: "When we try to pick out anything by itself, we find it hitched to everything else in the universe." Contemporary global developments have validated what Muir observed a century ago. It is increasingly apparent that the nations and peoples of the world are economically, politically, and environmentally interdependent.

Food prices in the United States rise sharply because farmers in Iowa must pay higher prices for tractor fuel as a result of war in the Middle East. Housewives in Peoria find that their wash hanging out to dry is soiled by pollution from industrial plants in the Ruhr Valley in West Germany. Automotive innovations in Japan have led to severe economic hardships for families in Detroit. Likewise, decisions in Washington reverberate throughout the world, affecting budget allocations in the Soviet Union, the stability of governments in Latin America, commodity markets in Africa, and money markets in London and Zurich.

It is an undeniable fact of life in the latter part of the 20th century that every person in the United States and the world has been affected by the phenomenon of global interdependence. Professor Lee Anderson underscores this reality by pointing out that

> *worldwide interdependencies affect the purity of our air and water; the heat in our homes and offices; the price of sugar, coffee and gasoline; the availability of meat and fish; the level of taxes; the survival of wildlife; the size of our armed forces; the subject matter of television; the levels of employment and inflation; the tranquility of our spirits; and the image of reality of our future.*[1]

With the development of increasingly sophisticated technologies and the proliferation of multinational corporations, future generations of Americans will be even more influenced by developments beyond our shores.

How can young people be prepared to cope with the challenges of life in an interdependent world? "Given the nature of the contemporary world and the foreseeable future," argues Dr. Robert Leestma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[2] It is with this in mind that the New York City Board of Education has introduced this three-semester course in Global History.

Whereas global education seeks to make students aware of the increasingly worldwide interdependencies linking people today, global history

---

[1] Lee Anderson, Schooling and Citizenship in a Global Age, Bloomington, Indiana: Mid-America Program for Global Perspectives in Education, Indiana University, 1978, p. 9.

[2] Robert Leestma, "Education for a Global Age," Vital Issues, 28, March 1979, p. 1.

represents an attempt to determine the extent and impact of linkages between people and nations in the past. Global History is based on the premise that important changes have resulted from contacts between people and the resulting exchange of cultures; consequently, the concepts of cultural diffusion and interdependence are give particular emphasis in this course.

Cultural diffusion refers to the exchange of ideas, values, and products between societies, and the changes that result from such cross-cultural contacts. It can represent the conscious attempt of one society to spread facets of its culture, or it can be the by-product of military ventures, trade, or the migrations of people. Thus, as a result of the conquests of Alexander the Great, the Hellenic culture was fused with Oriental culture; trade between Europe and the Muslim world helped to bring about the Renaissance and the Scientific Revolution; and the migrations of North European tribes led to a fusion of Greco-Roman and indigenous cultures. Cultural diffusion can be horizontal, whereby the culture of a particular society has an impact on a contemporary society, as illustrated by the Chinese influence on Japan from the sixth to the eighth centuries. Cultural diffusion can also be vertical, in instances where the ideas or institutions of one nation influence later societies. This phenomenon is exemplified by the fact that the law code developed by the ancient Romans serves as the basis for the legal system in most Western nations today.

It should be emphasized that Global History does not embody a radical change in content matter; rather, it represents a shift in focus from a traditional curriculum which looks at culture and events in Eastern and Western civilizations as isolated developments, to a curriculum which examines the interchange between societies throughout history.

This course recognizes that although most civilizations have been agents and recipients of cultural diffusion, not all societies have been influenced by cultural diffusion to the same degree. Similarly, although regional interdependence existed even among the earliest civilizations, interdependence has not been a constant theme throughout history; indeed, global interdependence is a relatively recent phenomenon. Consequently, it will be noted that much of the content in this curriculum is contained in the traditional world history course. However, by stressing the impact of one society on another, and by emphasizing the contributions of non-Western cultures as well, this course is intended to dispel the myths and avoid the inaccuracies that invariably result from an ethnocentric view of history.

It is hoped that this study of global history will not only bring into focus the continuity, connectedness, richness and diversity of different civilizations, but will promote an understanding of the network linking nations today.

Global History Themes

SEMESTER I

Theme I: Many Factors Influence the Development of Civilizations.

Theme II: Early Civilizations and Cultures Developed Around the World.

This theme deals with four optional case studies of early civilizations up to the 10th century from the following list: the Middle East; Africa; Mesoamerica and Early South America; China; Japan; India; Southwest Asia.

SEMESTER II

Theme III: Changes in Thought and Actions Led to the Emergence of the Modern World.

Theme IV: Developing Democratic and Nationalistic Movements Have Had an Effect Around the World.

Theme V: The Industrial Revolution Had Global Impact.

SEMESTER III

Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

Theme VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

How to Use This Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Global History course. The materials presented in this guide represent suggested approaches for teaching Global History.

Since this theme is rather detailed and comprehensive, it has been divided into several subthemes, which are themselves subdivided into learning activities, rationales, performance objectives, strategies, and worksheets.

Each learning activity relates to a particular topic within the subtheme and contains a rationale, performance objectives, numerous teaching strategies, and related worksheets.

The rationale explains the relationship of the topic to the overall subtheme, and identifies the important concepts and understandings to be taught. These concepts and understandings should serve as the major focus of the day-to-day lessons.

The performance objectives present specific knowledges and skills which students should achieve at the completion of the suggested strategies within a learning activity. This information and appropriate skills should be the basis upon which lessons are developed.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. These strategies call for a variety of activities, including roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews, and "hands on" experiences.

Worksheets, which follow the strategies, contain teaching/learning activities including such primary sources as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a viable basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that they are not expected to adopt all

the materials contained in this document for classroom use; indeed, it would be impossible to do so, owing to the extent and variety of the materials contained in this bulletin.

The strategies are only suggested approaches for teaching this curriculum. The variety of materials gives teachers options from which to choose in meeting the particular needs of their students. It should be noted that this curriculum does not specify how much time is to be allotted to each subtheme; thus teachers and supervisors are free to decide how much emphasis a particular subtheme should receive.

It should be further emphasized that although the materials contained within this document provide the ingredients for lessons, the strategies themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers should, however, integrate the materials and strategies into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for the textbook; rather, these are supplementary materials which should enrich and enliven the teaching/learning process.

Content Outline

THEME IV: DEVELOPING DEMOCRATIC AND NATIONALIST MOVEMENTS HAVE HAD AN EFFECT AROUND THE WORLD

A. The Roots of British Democracy

1. Parliament gained significant strength by forcing Charles I to accept the Petition of Right which limited the principle of Divine Right.

2. A Puritan-led Civil War resulted in an experiment in English government without a monarch.

3. The Restoration in 1660 marked the failure of the Commonwealth experiment.

4. The Habeas Corpus Act, the Bill of Rights, and the Glorious Revolution were milestones in the triumph of parliamentary power over royal prerogative.

5. The development of Cabinet government in the 18th century resulted in a monarchy whose powers were greatly limited.

6. The growth of political parties, Tory and Whig, provided the English voters with a choice.

7. The philosophy of John Locke influenced people in England and in America.

8. The ideas of the English struggle for democracy had a global impact.

B. The Concept of Natural Law Was Manifested in the Enlightenment.

1. The Enlightenment stressed the idea that people should gather as much knowledge as possible and solve problems by reason and intelligence.

2. The works of Galileo, Descartes, and Newton helped motivate the Enlightenment.

3. The ideas of the philosophes established the belief in natural law, natural rights, and the perfectability of people.

   - Voltaire stressed freedom of thought and speech.
   - Montesquieu developed the idea of separation of powers.
   - Rousseau expressed his ideas of the relationship between the people and the government in the "Social Contract."
   - In India, rulers such as Akbar brought enlightenment to their region through exchange of ideas with the West and the development of mathematics, astronomy, city planning, and architecture.

C. The French Revolution Was Influenced by External as well as Internal Forces and Had an Impact throughout the World.

1. The reign of Louis XIV epitomized the abuses of the Old Regime.

2. The development of severe problems and the abuses of the Old Regime forced the calling of the Estates General (legislature) after 175 years of neglect.

3. The storming of the Bastille was the symbolic beginning of the French Revolution.

4. The National Assembly evolved from the Estates General and tried to be more responsive to the aspirations of the people.

5. The Declaration of the Rights of Man, which applied the ideas of the Revolution, ended the Old Regime and has had world-wide effects on ideas of nationality and democratic rights.

6. During the Revolution there were periods of moderation and extremism which culminated in the rise of power of Napoleon.

7. The pattern of the French Revolution can be seen in other revolutions around the world.

8. The ideas--liberté, fraternité, egalité--of the French Revolution have had an influence on the philosophy of democracy throughout the world.

9. The ideas of nationality, nationhood, and nationalism were spread first throughout Europe and then Latin America, Asia, and Africa.

D. The Impact of Nationalism Has Been Profound and Global in Nature.

1. Among the factors that influence nationalism are geography, ethnicity, language, culture, religion, and common historical experience.

2. Nationalism can be both beneficial and destructive in its impact on people.

3. Napoleon consolidated some of the ideas of the Revolution, such as establishing the equality of all people before the law, in the Code Napoleon and spread these throughout Europe.

4. Oppressive treatment of people stimulated the growth of nationalism in conquered countries.

5. The Congress of Vienna and the Metternich system attempted to restore political and social conditions as they were before the Revolution.

6. The combined effects of nationalism and liberalism caused the destruction of Metternich's policies.

7. Some European and Latin American countries established their independence in the Napoleonic Era and later maintained it in the face of Metternich's opposition.

8. Asian nationalist movements--the Taiping in China, the Meiji Restoration in Japan, and the Chakri Dynasty in Thailand--used Western ideas to sustain themselves.

9. The German states, influenced by events in France, united under the leadership of Otto von Bismarck.

10. Giuseppe Mazzini, Giuseppe Garibaldi, and Camillo di Cavour each played a key role in the unification of Italy by ending the Hapsburgh dominance over a large part of the country.

A Suggested Calendar of Lessons

A suggested calendar of lessons is provided below as a guide for approaching Global History II on a daily basis. Most suggested lessons contain both an evaluative and power aim. The evaluative aim, more specific than the power aim, poses a historical problem which should engender controversy. The power aim, more conceptually based, encourages thinking on the highest levels (generalizations, evaluations). Such aim is more easily adaptable to the inquiry material than can possibly be covered within a semester. Rather than being a mandate, the structure below has been prepared in response to many requests from teachers and supervisors; it may be modified to suit the needs of individual districts, schools, and classes.

Caveat: These strategies will help teachers to plan their lessons. However, teachers may have to add their own source material so that students can fully answer the aim questions.

LESSON	AIMS AND CONTENT POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
1	PA: How do we define democratic progress? EA: Was the Magna Carta a triumph for democracy? Content: the Magna Carta; its implication for democracy; application of Magna Carta to contemporary America; significance of Magna Carta.	A	1-4
2	PA: Can absolute rule ever be justified? EA: Was kingly rule by "divine right" justified? Content: Parliamentary building blocks; James I; Charles I; defense of absolutism.	A	6-9
3.	PA: Does revolution change society for the better? EA: Did the Puritan Revolution change England for the better? Content: Puritan revolution; Cromwell as ruler; the Puritan Commonwealth.	A	10-13
4	PA: Is slow change a better way to bring democracy to a society than revolution? EA: Did English democracy benefit from its slow development? Content: John Locke; Bill of Rights; Petition of Right; building blocks to Parliament; summary of steps away from absolute rule.	A	14,16-17

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
5	PA: Should the parliamentary system of government serve as a model for other countries? EA: Should America adopt the English parliamentary system? Content: Parliamentary system versus presidential system; development of Parliament.	A	5, 18-19
6	PA: Can revolution take place without global input? EA: Was the Enlightenment a global movement? Content: Definition of enlightenment; characteristics of the Enlightenment; Salon meetings; Enlightenment thinkers and ideas; China and the Enlightenment.	B	1-7
7	PA: Do people revolt more because of economic or human rights conditions? EA: Was France under the Old Regime ripe for revolution? Content: Old Regime; its political, economic, and social aspects.	C	1-6
8	PA: Can revolutions that have popular support be put down? EA: Could the French Revolution have been avoided? Content: the Estates-General meeting; the financial crisis; grievances of the three Estates; Louis XVI's actions; the Bastille.	C	7-10
9	PA: How far must change go to make it a revolution? EA: Should the French have been satisfied with changes brought about after the fall of the Bastille? Content: the National Assembly; Declaration of the Rights of Man; Constitution of 1791.	C	11-16
10	PA: Are extreme actions in the name of liberty justified? EA: Did the Reign of Terror go too far to preserve the French Revolution? Content: Accomplishments of Jacobin government; causes of the Reign of Terror; Robespierre as a leader.	C	17-20
11	PA: Are individuals more important than general conditions in bringing about a revolution? EA: Were individuals more important than events in bringing about the French Revolution?	C	17-20

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
11 -	continued Content: Chronology of the French Revolution; role of Louis XVI; Marie Antoinette; Charlotte Corday; Maximilien Robespierre.		
12	PA: Do revolutions in one country have global impact? EA: Did the French Revolution bring about global change? Content: Effect of the French Revolution on Haiti; Napoleon brings the effects of the Revolution to Egypt.	C	21, 30, 31, 32
13	PA: Can a dictator bring about democratic change? EA: Did Napoleon spread the French Revolution to other cultures? Content: Napoleon becomes French Emperor; Napoleon brings global change; Napoleon exports the French Revolution; Napoleon in Egypt.	C	25-30
14	PA: Are the forces stimulating nationalism the same among all peoples? EA: Should nationalist feelings have been seen as a force more for good than for evil at the beginning of the nineteenth century? Content: Definition of nationalism; ingredients of nationalism; symbols of nationalism.	D	1-2
15	PA: Does a strong ruler encourage or discourage nationalistic feelings? EA: Were nationalistic revolutions at the beginning of the 19th century unavoidable? Content: Impact of Napoleon's policies on nationalism; Latin American nationalism.	D	3-7
16	PA: Does keeping the peace justify extreme actions? EA: Were the goals of the Congress of Vienna justified? Content: Congress of Vienna: participants. goals, program to suppress nationalism.	D	8-11
17	PA: Can the diffusion of nationalism be stopped? EA: How effective was Metternich's system in stopping the spread of nationalism? Content: Greek revolutions impact on other movements; similar effect of the French Revolution, spread of its ideas.	D	12-16

AIMS AND CONTENT (Continued)

LESSON	POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
18	PA: What is a nation? EA: Should Germany have considered itself a nation in 1850? Content: German states, 1850; effect of the French Revolution on Germany; obstacles to German nationhood.	D	17-19
19	PA: Do the ends justify the means in building a nation? EA: Were Bismarck's tactics in uniting Germany justified? Content: Bismarck the man; Bismarck the Prime Minister; Bismarck discredited.	D	20-21
20	PA: Are the forces that unite nations stronger than those that divide them? EA: Was the unification of Italy inevitable? Content: Italy in 1850; forces uniting Italians; divisive forces in Italy.	D	22-23
21	PA: Can nation building take place without great leaders? EA: Does the unification of Italy prove that great individuals make history? Content: The roles of Mazzini, Cavour, and Garibaldi in uniting Italy.	D	24-26
22	PA: Is the process of unification affected by developments in other nations? EA: Was unification in Indonesia influenced by events in Europe in the 19th century? Content: Comparing unification of Italy and Germany; unification of Indonesia in the 20th century.	D	27-28

Subtheme A *Roots of British Democracy*

SUB-THEME A: *THE ROOTS OF BRITISH DEMOCRACY*

LEARNING ACTIVITY 1

RATIONALE

A study of the roots of British democracy is no antiquarian exercise. Not only does this subject matter illuminate an important segment of English history, it helps to explain the development of political institutions in the United States.

The rise of Parliament--a direct result of the Magna Carta--laid the foundations of British democracy. Although in 1215 only the English nobility was recognized as having the right to limit the king's power, this was an important first step toward "government by the people." Apart from the creation of a Parliament, the Magna Carta guaranteed all English "free men" legal rights that today protect Americans from government abuse.

PERFORMANCE OBJECTIVES

Students will be able to:

. Summarize the reasons for the issuance of the Magna Carta and explain its provisions and significance.
. Interpret a cartoon showing the relationship between the Magna Carta and the Constitution of the United States.
. Explain why and how Parliament developed in England during the Middle Ages.

STRATEGY 1

The Magna Carta has been described as the cornerstone of democratic government. Ironically, democracy in the modern-day sense was hardly the intention of the document. Rather, the preservation of feudal rights motivated the nobles to force King John's hand.

. Distribute Worksheet A-1, "King John versus Nobles." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  - What demands did the nobles make on King John? Explain. Why were they making these demands? Explain.
  - How did the nobles attempt to win their demands? Should they have threatened violence unless King John gave in? Explain.
  - If you were King John, what different actions could you have taken in response to the demands of the barons?

- Rank the provisions of the Magna Carta from most important to least important in terms of their impact on democracy. Explain your reasons.
- During the American struggle for independence, colonial leaders argued that there should be "no taxation without representation." Which sections of the Magna Carta would indicate that this was a major concern of the nobles who drew up the document?
- The United States Supreme Court has stated that "the power to tax is the power to destroy." Why has the power to tax been viewed as such an important power of government?
- In what way has American democracy been rooted in the Magna Carta? Explain.
- Considering that the Magna Carta applied only to nobles, how justified was a recent American president who saw the Magna Carta as a historic expression of mankind's desire for democracy? Explain.

STRATEGY 2

. Choose one member of the class to role play King John. The rest of the class will act as his advisers.

. Distribute Worksheet A-2, "King John's Decision," and have students follow directions on the worksheet.

. Make a chart on the chalkboard, similar to the one on Worksheet A-2. Complete the chart with the help of class participation.

. Have "King John" decide which course of action he would take. Using Worksheet A-3, "Memo from King John," have the class write a memorandum to the "barons" at Runnymeade indicating the course of action "King John" was planning to take and the reasons for that action.

STRATEGY 3

. Distribute and have students read the account on Worksheet A-4, "The Case of Harry Johnson."

. After students have read Worksheets A-1 and A-4, have them answer questions which pertain to Harry's case. (These are included in the Questions for Discussion.) Follow this up with a formal listing of direct violations of the Magna Carta that occurred in Harry's case. (Some of these violations are listed after the questions.)

Questions for Discussion

1. Was Harry arrested legally? Explain your answer.
2. Why does the citizen need protection against the government as well as against other people?
3. Which of Harry's rights were violated in this story? Explain.
4. What protection does the Magna Carta give against such a situation really happening? Explain.

Violations of the Magna Carta in the Story About Harry

1. Article 20. If Harry was supposed to have been fined, it should have been done by a jury in a court of law.
2. Article 38. The officer had no right to arrest Harry. He committed no crime that the officer witnessed and the policeman did not call upon any witnesses to make a complaint against Harry. The police at the police station house did not allow Harry to have any witnesses in his own behalf.
3. Article 51. The presence of the New Jersey police during the arrest exposes the citizen to the danger of having to confront police elements that are not representative of his own community and peers.
4. Article 52. The $5 fine was taken from Harry unfairly, without a trial, and should be returned to him immediately.

(Other violations may be listed by the class.)

STRATEGY 4

. Distribute copies of Worksheet A-5, "Two Giant Steps for Mankind," or flash it on the screen, and have the students answer the questions on the bottom of the sheet. As an ancillary activity, students might compare a copy of the United States Bill of Rights with the Magna Carta and determine to what degree we owe a debt to the barons of Runnymeade.

STRATEGY 5

The development of Parliament was an important building block in Britain's democratic structure. Some of the significant steps in this development are illustrated in the strategy that follows.

· Distribute copies of Worksheet A-6, "Building Blocks to Parliament," then have students study the cartoon and explain their answers to the following questions:
  - What do you see in this cartoon? Explain.
  - What is the message of this cartoon? How does this cartoon explain why the king would call Parliament together? Did the calling of Parliament do more to strengthen or weaken the king's power?
  - Which of these building blocks was most important in the creation of Parliament?
  - Which groups were asked to send representatives to Parliament? How well did the early Parliament represent the people of England? Why did Church officials play such an important role in Parliament? Would you like to see more religious leaders playing a role in American government today?

- Many of the actions taken by Parliament (e.g., raising armies, raising taxes) took away freedoms from some of the citizens. Therefore, how can the establishment of Parliament have been considered an important step in the development of democratic government? Explain. Do you think the establishment of the United States Congress has furthered democracy in the United States?
- How can a United States citizen insure that your representatives are performing satisfactorily?
- Why has the development of Parliament been such an important contribution to the development of democracy?

SUB-THEME A: *THE ROOTS OF BRITISH DEMOCRACY*

LEARNING ACTIVITY 2

RATIONALE

The seventeenth century in England witnessed a bitter struggle between the Crown and Parliament, the result of which was the establishment of Parliament's supremacy. A study of this seventeenth century struggle is important for a number of reasons. First, the struggle between the American colonies and Britain in the eighteenth century replayed the earlier conflict. The concepts of limited government and the inalienable rights of the individual are indelibly stamped in the Declaration of Independence and the United States Constitution. Such documents as the Magna Carta, Petition of Right, and the English Bill of Rights comprised the "rights of Englishmen" which were eventually transmuted in the New World into the "rights of Americans." Secondly, a study of the struggle between Parliament and the British king provides useful insights into the way societies may change through evolution and revolution.

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze and evaluate the conflict between the Crown and Parliament in the seventeenth century.
- Define the doctrine of Divine Right.
- Analyze the Petition of Right as an expression of parliamentary militancy.
- Decide whether Charles I should have been executed.
- Describe some constitutional changes during the period of the Protectorate.
- Compare and contrast the theories of government set forth by John Locke and Thomas Jefferson.
- Identify similarities and differences in the English and American Bill of Rights.

STRATEGY 6

The theory of Divine Right (the concept that royal authority emanates from God) provided the rationale for Absolute Rule.

- Distribute copies of Worksheet A-7, "A Leader Addresses His People." Tell students to complete the exercise at the bottom of the worksheet and have students answer the following questions. (Note: the speech on this worksheet is a paraphrase of James I's Statement on Absolute Rule.)
  - Describe in your own words what the president said. What is your reaction to this? Explain.
  - Inform students that James I, King of England (1603-1625), made a similar statement. What kind of leader was James I? Would you want to live in a country under his rule? Explain.

- According to James I, by what authority is he King of England? Explain.
- Why, according to his view, is resistance to the king's rule a sin?
- Why has James I's view been called the doctrine of Divine Right?
- If you were James I, how would you view the proper role of Parliament?
- Would a national leader who made such a statement today be accepted? Under what circumstances?
- Religious cults, organized by strong-willed leaders like Jim Jones at Jonestown, Guyana, have emerged in recent years at various places around the world. Does this indicate that Divine Right ideas are still alive?
- Have a student play the role of James I and present the doctrine of Divine Right to the class and explain his relationship to Parliament. Then have another student play a representative of Parliament answering the king.
- Students can research the life and reign of James I and analyze the various issues which created conflict between the Crown and Parliament.

STRATEGY 7

Not everyone was opposed to the absolute monarchs. Thomas Hobbes, in his book, Leviathan, presented a defense of absolutism.

· Distribute Worksheet A-8, "Cover of Leviathan," and have students complete the exercise. Then have students follow directions and answer the following questions:
  - What do you see in this picture? Explain.
  - What does this picture tell us about the powers of the absolute monarch? Explain.
  - How does this picture explain the view of Hobbes towards the absolute monarch?
  - Assume you were writing the preface for this book. In the space provided, write a preface supporting the view that the absolute monarch provided the best form of government at the time.
  - Under what conditions would an absolute ruler be preferable to a democratic one? Explain.

STRATEGY 8

Charles I, successor to James I, shared his predecessor's belief in Divine Right. However, financial circumstances necessitated the convening of Parliament, which demanded certain democratic concessions before considering Charles' economic program. Charles had no choice but to agree to these demands, which became known as the Petition of Right (1628). As a result of the Petition of Right, Parliament gained significant strength in relation to the monarchy.

- Distribute copies of Worksheet A-9, "The Petition of Right (1628)," and have students answer the following questions:
  - What rights did Parliament claim in the Petition of Right? Which was most important? Why?
  - Why is the Petition of Right considered such an important step on the road to British democracy? Explain.
  - Accused people in the United States of today must be charged with a crime if arrested. Otherwise they must be released. This is known as the right of habeas corpus. Why is this right so important?
  - Do you think that a government should be allowed to force citizens to house soldiers during periods of national emergency? Are there other rights government should be allowed to take away during national emergencies?
  - Charles I succeeded to the throne of England on the death of his father, James I, in 1625. If you were Charles, what would have been your reaction upon receiving the Petition of Right? Explain.
  - Charles I also believed in rule by Divine Right. Why then did he approve the Petition of Right? Explain.
  - Charles I dissolved Parliament in 1629 and ruled until 1640 without convening it again. What effect do you think this had in England at the time?
  - Under what circumstances would dissolving a parliament (congress) be a necessary step in a democratic society? What are the dangers of taking such an action? Explain.
- Distribute Worksheet A-10, "Petition of Right: Today," and have students complete the exercise of that page. Review the exercise with them.

STRATEGY 9

In time, Charles decided to break the agreement he made in signing the Petition of Right. In addition, financial difficulties arose as a result of war with Scotland. Once again Parliament took steps to limit the power of the monarchy. Charles' attempt to arrest five members of Parliament led to civil war. Roundheads (so called because of their close cropped hair) supported Parliament and defeated the Cavaliers, aristocratic royalists. Subsequently, Charles was arrested and placed on trial.

- Distribute Worksheet A-11A, "The Trial of King Charles I," and have students act out the trial as depicted on the worksheet. At this point, have the "jurors" discuss the case and decide whether Charles was guilty or not. Once the jury has reached a verdict, <u>but before it is announced to class,</u> distribute to the entire class Worksheet A-11B, "Warrant to Execute King Charles the First."
- Have the jury present their verdict and reasons for it.

. Ask the rest of the class if the decision was a just one.

. Have each class member indicate whether he/she will sign the "Warrant," and explain why in 50 words or less. Have students underline two facts in support of their decision.

. Distribute Worksheet A-11C, "Verdict--Charles I," and have the Narrator read the paraphrasing of the court's decision on the worksheet.

. After students have read Worksheets A-11A, A-11B, and A-11C, have them answer the following questions:

  - Why did Charles refuse to speak in his own defense? What reasons does he give for doing so? Do you think it was wise of him? Explain.
  - Do you think the House of Commons acted properly in continuing the trial and sentencing the king to death? Why, or why not?
  - Why did the king say that the court was acting without proper authority? Do you agree? Explain.
  - Is there ever a good reason for people to take the law into their own hands? Explain.
  - What was the strongest evidence presented against the king? In the king's defense?
  - Which side do you think had the stronger argument, the king or Parliament? Why?
  - What effect do you think the execution of Charles I had on the development of democracy in England? Explain.
  - Do you think the punishment fit the crime in this case? Is the execution of a leader who abuses power justified?

. Assign students to write a brief introduction to this playlet, in which they describe the issues that led to the outbreak of civil war in England (1642).

. For above-average students, a book report may be assigned on Charles' trial and execution. A highly readable work on this topic is C.V. Wedgewood's Coffin for King Charles: The Trial and Execution of Charles I (New York: The Macmillan Company, 1964).

The first four questions above are taken from Sidney Schwartz and John R. O'Connor, Democracy and Nationalism (New York: Globe Book Company, 1976), p. 7.

STRATEGY 10

After Charles' execution, parliamentary leaders had an opportunity to recast their government. This led to a short-lived experiment in British government without a monarch.

. Divide the class into committees and distribute Worksheet A-12, "Parliament Chooses a New Government." Have students follow the instructions on the worksheet. Then, have them answer the following questions:

  - Which of these was the best alternative? Explain.

- Inform students that the people of England selected choice 4. What is your reaction to this choice? How can you explain it?

STRATEGY 11

. Distribute Worksheet A-13, "Global Times: 1653-1658." Have students study it, then have them explain their answers to the following questions:

- In your own words, describe Cromwell's role in England's government. Which was the most important power granted by the instrument of government? Explain. Considering Cromwell had the power of a king, why did he not want the title?
- How would you have reacted to such a ruler if you were English? Explain. How can you explain the desire by the people of England to return to the monarchy?
- Do you think Parliament made a wise choice in selecting Cromwell to rule England? What conclusions can you draw from this example? Explain.
- Do you think religious leaders make good rulers? Explain.

STRATEGY 12

The Puritan victors in the English civil war believed they had achieved long-sought-after freedom. The 400-year-old seal pictured on Worksheet A-14 reveals a great deal about the values of the roundheads.

. Distribute Worksheet A-14, "Puritan Seal," and have students explain their answers to the following questions:

- Describe the events depicted on the seal. What does this seal tell you about the Puritan Revolution?
- Why did the Puritans believe they restored their liberty? Explain. Do you think non-Puritans held the same opinion?
- To what degree did the Puritan Revolution live up to the hopes of the person who created this seal? Explain.
- If a seal were created in 1660 by the leaders of government, what would it have looked like? Draw it on the worksheet in space B.
- To what degree is the use of the seal a good way to learn about the history of the times? How would you go about checking on the information provided in this seal? What are the disadvantages of relying on this information?

STRATEGY 13

Cromwell proved to be more dictatorial than the Stuart kings. Absolutism was still the style of government in seventeenth century England, as indicated by Cromwell's dissolution of Parliament.

· Distribute Worksheet A-15, "Cromwell Dissolves Parliament," and have students put the reading in its correct form. Review the order of the reading with students. Then have students complete the exercise at the bottom of the worksheet. Have students explain their answers to the following questions:

- Based on what you have learned from this reading, how would you describe Cromwell?
- In what ways did Cromwell have ideas similar to absolute monarchs? Explain.
- How did Cromwell justify dissolving Parliament? Explain. How valid was Cromwell's justification for dissolving Parliament? Explain.
- Why did Major-General Harrison say the work of dissolving Parliament was very dangerous? Explain.
- Do you think that "the Lord" made Cromwell dissolve Parliament? Explain. Why did Cromwell say this? Explain.
- If you had been a member of Parliament at this time, how would you have reacted to what Cromwell said? What would you have done about it?
- Lord Acton said, "Power corrupts; absolute power corrupts absolutely." Does Cromwell's example prove this? Explain. Is this statement true for politicians today? Explain.
- Do you think it would be just as possible for a United States president to dissolve Congress? If so, under what conditions?

STRATEGY 14

In the wake of Cromwell's puritanical dictatorship, the return of Charles (Stuart) II was eagerly awaited. This period is known as the Restoration. His rule was propped by financial support from Louis XIV and political support in Parliament from the Tories (those who opposed the monarchy became known as the Whigs).

. Distribute Worksheet A-16, "John Locke and Thomas Jefferson." It illustrates the debt owed by the American revolutionaries of the eighteenth century to their British counterparts in 1688.

. Have students read both excerpts and complete the exercises on the worksheet. Then have them explain their answers to the following questions:

- What is the purpose of government, according to Locke and Jefferson? Do they agree with each other? Explain.
- How would King James I have responded to the views of Locke and Jefferson on the purpose of government? Do you agree with this theory of revolution today? If some Americans believed the government was not protecting their rights, would they be justified in using force to bring the government down? Explain.
- According to Locke and Jefferson, under what circumstances do people have the right to revolt?
- Which passages in both readings explain why people will not revolt for trivial reasons? Explain. Do you agree that people will be able to put up with a great amount of suffering before they will revolt?

- How would you compare the two documents? Explain.
- How do you explain the similarity between the two documents?
- Article XIII of the Constitution of Japan, adopted after World War II, states that "All of the people shall be respected as individuals. Their right to life, liberty, and the pursuit of happiness shall...be the supreme consideration in legislation and in other government affairs." How does this show that the Declaration of Independence is a living document? To what extent does it illustrate the concept of cultural diffusion?
- Martin Luther King, Jr. said that the moral law is higher than man-made law. Is it ever proper to disobey an unjust law? Explain. What price must one be willing to pay in breaking an unjust law as a form of protest?
- In a democratic society, is there such a right as revolution? Why or why not? What other ways may people bring about changes in government?

STRATEGY 15

When Charles II died, his brother James, a Catholic, became king (James II). This precipitated the Glorious Revolution, in which William III, a Protestant, was invited to replace James II.

Before William III and Mary (daughter of James II) of Scotland took the throne, they had to agree to the supremacy of Parliament, formalized in the Bill of Rights.

- Distribute Worksheet A-17, "Bill of Rights: England versus United States." Then, divide the class into four groups and have each group choose a discussion leader. Direct each group to complete the chart on the worksheet by listing those individual rights which appear in the documents. After fifteen minutes, ask group leaders to report their group's findings to the class. Keep a running outline on the chalkboard. Devote the remainder of this activity to a discussion of the similarities and differences in the two documents. You may wish to point, in particular, to the provisions relating to cruel and unusual punishment, which are virtually identical. Sample discussion questions might include the following:

  - Why is the right of petition necessary in a democracy? Explain.
  - Why did the English limit the right to bear arms to protestants? Is this democratic? Explain. Is it necessary for people to have the right to bear arms today? Explain.
  - Do gun control laws violate the second amendment of the United States Constitution? Explain.
  - Does the difference between handguns and long firearms have bearing on the question of gun control? Explain.
  - Is the death penalty a cruel and unusual punishment, as defined in both documents? Explain.

STRATEGY 16

At this point, students will be presented with a summary of England's limitations on absolute power.

. Distribute Worksheet A-18, "Summary of English Limitations on Absolute Power."

- How was the absolute power of the king limited between the years 1154-1760? Explain.
- How can you explain these changes taking so long? Who would oppose these changes? Is slow change better than fast change? Why?
- Which was the most significant milestone on the road to English democracy? Explain.
- How can you explain why the kings gave their power to other groups?
- What features of American democracy were adopted from the British? Explain.
- To what degree could we say that American democracy is rooted in England? Explain.
- Would Americans enjoy the same rights today without the British influence? Explain.

STRATEGY 17

Democracy in Great Britain came about as an evolutionary rather than a revolutionary process.

· Distribute Worksheet A-19, "Steps in the Growth of Democracy in England," and have students explain their answers to the following questions:

- What information do you get from this cartoon?
- How does this cartoon explain how England came to be a democracy?
- Which step was the most difficult to take? Explain. Which step was the most important on the road to democracy? Explain.
- What is the cartoonist trying to say about the road to British democracy? Explain.
- Would it be wise for developing countries today to follow England's slow path to democracy? Would a faster method be more preferable? Explain.

· As an alternative, you might divide the class into eight groups. Each group will report on one of the steps in the growth of democracy in England. After each group has presented its report, each of the steps should be rated on the chart at the bottom of the worksheet. The steps should be rated in terms of significance towards democracy.

SUB-THEME A: *THE ROOTS OF BRITISH DEMOCRACY*

LEARNING ACTIVITY 3

RATIONALE

The rise of Parliament and the emergence of cabinet government have left their mark on both sides of the Atlantic. Important differences, however, developed between the British Parliamentary system and the American system of government. Connected with each form of government are certain advantages and disadvantages. Interestingly, most newly independent nations have chosen the British cabinet rather than the American presidential system.

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast the cabinet and presidential systems in Britain and the United States.
- Evaluate the power of the people (voters) in each system of government.

STRATEGY 18

The development of cabinet government and growth of political parties resulted in a severely limited monarchy. The English struggle for democracy has had a profound global impact. No better example exists than the degree to which the British parliamentary system has been copied.

In this strategy, students will participate in the British and American legislative processes by tracing a hypothetical bill through both systems.

The British Parliamentary System

- Divide the class into the following groups. (The number of students you select should actually depend on the size of your class.)

  1. House of Lords (5 students)
  2. House of Commons
     a) Majority party--Conservative or Labor (15 students; designate 5 students from this group to serve on a special committee)
     b) Opposition party--Conservative or Labor (10 students; designate 3 from this group to serve on a special committee)

- Distribute Worksheet A-20, "British Parliamentary System," and review with students instructions for the parliamentary segment of the simulation.
- After this segment, ask students to explain their answers to the following questions:

  - What is your reaction to the parliamentary system of government? Why is it said that the British monarch reigns but does not rule? Explain. Why is the Prime Minister not free to do whatever he/she wants? Explain.
  - Why has the British government been described as rule by the cabinet? Explain.

- What are the advantages and disadvantages of the parliamentary system? Explain.
- How democratic is the parliamentary system? Explain. Is this system an effective form of government? Explain.

The Congressional Law-Making Process

. If possible, divide the class into groups of the following sizes:

1. House of Representatives (25 students--15 Democrats and 10 Republicans; designate 6 Democrats and 4 Republicans to serve on House Armed Services Committee)
2. Senate (10 students--6 Republicans and 4 Democrats; designate 3 Republicans and 2 Democrats to serve on the Senate Armed Services Committee)

. Distribute Worksheet A-21, "United States Congress," and review instructions for the Congressional segment of the simulation.

Debriefing

. After the Congressional simulation, ask students to explain their answers to the following questions:

- To what degree have we copied the British form of government? Explain.
- What are the major differences between the American and the parliamentary forms of government? In what ways is the president more powerful than the Prime Minister? In what ways does the Prime Minister have more power?

. Distribute Worksheet A-22, "British and American Systems Compared," and instruct students to indicate which aspects of the parliamentary system the United States should adopt. Have them explain their opinions to the class and answer the following question:

- Often in United States history, the president is a member of the political party which is in the minority in one or both Houses of Congress. What problems does this create? Explain.

· Recently, an editorial called for the United States to adopt a parliamentary system. Have students answer the following questions:

- Do you agree with this editorial? Why? Why not?
- Most newly independent nations have the British rather than the American form of government. How can you explain these decisions? If you were a leader of such a nation, would you make the same decision?

STRATEGY 19

Students can compare the United States and British forms of government using Worksheet A-23.

. Distribute Worksheet A-23, "Charts: British and American Forms of Government," and have students explain their answers to the following questions:

- What do these charts tell us about the government structures of Great Britain and the United States? Explain.

- In what ways are the government structures of these two countries similar? In what ways are they different? Explain.
- Which legislative body, Parliament or Congress, has the greater amount of power? Explain. The president or the Prime Minister? Explain.
- Under which system of government do the voters have more of a voice? Explain. What other information do you need to answer this question? Explain.

STRATEGY 20

Learning how to write a report is a basic requirement of all students in social studies. In this strategy, students must write the type of report required on the Regents Competency Test.

· Distribute Worksheet A-24, "Regents Competency Test Report."

· Inform students that they are going to write a report of "The Growth of Democracy in England." They are going to use the "notes" in the preparation of the report. Formulate the topic headings with the class. Each of the notes will then be matched with the proper heading.

· The writing of the final report can be given for homework.

· Have students read each other's papers and check to see that all the facts were included. Model essays can be placed on an opaque projector or on the chalkboard for class review.

Subtheme B *The Enlightenment*

SUB-THEME B: *THE CONCEPT OF NATURAL LAW WAS MANIFESTED IN THE ENLIGHTENMENT*

LEARNING ACTIVITY

RATIONALE

The foundation for the Age of Revolution was provided by the philosophes during the Enlightenment, a natural outgrowth of the Scientific Revolution. A common thread running throughout the philosophy of the Enlightenment is the concept of natural law. John Locke's Two Treatises on Government deals with this concept. It is the centerpiece of Rousseau's social contract theory as well. The concept was applied by Thomas Jefferson to our own Declaration of Independence. The Enlightenment was brought to India by rulers such as Akbar who encouraged the exchange of ideas with the West.

PERFORMANCE OBJECTIVES

Students will be able to:

- Define: the Enlightenment, natural law, social contract, philosophes.
- Determine the degree to which the Enlightenment was rooted in the Scientific Revolution.
- Describe the contributions of Voltaire, Montesquieu, Rousseau, Jefferson, and Akbar to the Enlightenment.
- Analyze the role of the philosophes as a catalyst to the French Revolution.

STRATEGY 1

Despite the burdensome oppression of the Old Regime, there was no revolution in France until 1789. However, the seeds of revolution were planted years earlier, not by people of violence but rather by the thinkers of the Enlightenment.

- Distribute Worksheet B-1, "The Enlightenment," and ask students to explain their answers to the following questions:
  - What do these exhibits tell us about the "Age of Enlightenment"?
  - How can you explain this period of time being called the "Age of Enlightenment"? How would you have felt living in such an era? Explain.
  - Why is this period considered so significant in global history? Explain.
  - Why do many historians say that the seeds of democratic revolution were sown during the Enlightnment? Explain.
  - Which of the following statements would have been popular during the Age of Enlightenment? (Choose one.)

    _____ A. I am the state.

    _____ B. Liberty, equality, and fraternity.

    _____ C. I am the lieutenant of the Almighty on earth.

    _____ D. I think, therefore I am.

- Do you think the present period of American history could be described as a period of enlightenment? Explain.
- Must every period of revolution be preceded by an age of enlightenment?

STRATEGY 2

The Enlightenment is best defined by the philosopher Immanuel Kant.

- Distribute Worksheet B-2, "What is Enlightenment?" After students read the passage have them explain their answers to the following questions:
  - How does Kant define the Enlightenment? Do you agree with his ideas? Why? Why not?
  - As a person living under an autocratic king, what would be your reaction to Kant's ideas? Explain. How would you react to this statement if you were an autocratic king? Explain. Why might such a king feel threatened by these ideas? Explain. What would you do in response to such ideas? Explain.
  - What do you think Kant means when he says that freedom to make public use of reason in all matters is all that is required for the Enlightenment?
  - Is there any connection between the ideas of the Scientific Revolution and those of the Enlightenment? Explain.
  - What are the advantages of a society going through a period of enlightenment? What will be the disadvantages? Explain.

STRATEGY 3

While the Enlightenment dealt with many aspects of life, its concern with the role of government is most crucial in the study of the French Revolution. The thinkers of the Enlightenment often sharpened their ideas by discussing them with others. In France, their conversations were often held at gatherings called salons. These gatherings took place in the homes of the wealthiest and most educated people of France. In this strategy, the class explores the ideas of the eighteenth century philosophers by participating in an imagined conversation among the most famous thinkers of the time. Although not all of the people who are presented in this reading selection actually lived at the same time, the statements made at this imagined meeting are taken from the ideas of these thinkers.

- Distribute Worksheet B-3, "A Salon Meeting," and assign the following roles to students at this imaginary meeting:

  Madame De Petit; Moderator and owner of the home where the meeting takes place (she is the only participant who is a fictitious character),
  John Adams; American politician and future American president,
  Voltaire; French philosopher and satirist,
  Charles De Montesquieu; French political thinker,
  Denis Diderot; Editor in chief of "Encyclopedie," a publication containing the ideas of the philosophes,
  John Locke; English author and defender of the Glorious Revolution,
  Thomas Jefferson; American planter, writer, politician, and future president of the United States,

Jean Jacques Rousseau; French author and philosopher,
Cesare Beccaria; Italian thinker who was a pioneer in presenting ideas about criminal rehabilitation.

- Have students complete the exercise which appears at the bottom of the worksheet.
- Have students explain their answers to the following questions:
  - Based on the information you filled in on the chart on Worksheet B-3, with whom do you most closely agree?
  - Imagine that Madame De Petit has invited you to join this group, how would you answer her question "Do you think the world is changing for the better?"

(Note--You might use the period of the Enlightenment, the 1980's, or both, by dividing the class in half. Then have the students compare their answers to the question.)

- Distribute Worksheet B-4, "Global Times: Enlightenment," and tell the rest of the class that they should assume the roles of newspaper reporters sent to cover this great "Meeting of the Minds." Each "reporter" will be expected to write a story describing the gathering at the salon. After the stories are written and a few have been discussed, the class could hold a mock press conference in which reporters question these great thinkers about their ideas on government.

  Note: The teacher should assign students playing the roles of the philosophes to do some additional reading about the ideas of these thinkers before the day of the mock interview.

STRATEGY 4

- After students have completed a discussion of the main ideas of each of the participants at the imaginary meeting of the great thinkers of the eighteenth century, they should complete the chart on Worksheet B-5.
- Distribute Worksheet B-5, "Enlightenment Ideas," in which some of the ideas expressed at the meeting are listed. After completion of the chart the following questions could be asked:
  - Should there be any limitations on a person's right to speak out on issues? Explain.
  - Do you feel that every institution and idea should be questioned or should we accept certain ideas on faith? Explain.
  - Are there any other goals of government that you feel are either more important or as important as promoting liberty and equality (e.g. preserving law and order)? Explain.
  - What does Rousseau mean when he says, "Man is born free and everywhere he is in chains"? Is this statement true today? Explain.
  - In France before the Revolution intellectuals would meet to discuss the burning issues of the day. Television has been accused of being an obstacle to the exchange of ideas. Would there have been an Age of Enlightenment if television was invented at the beginning of the eighteenth century? Explain.

STRATEGY 5

The writers and thinkers of the Enlightenment spoke of man having certain natural rights, and of societies that were ruled by reason instead of by the privileged system of the Old Regime. The ideas of Voltaire, Montesquieu, Rousseau, and others gave rise to the ideals of the French Revolution.

- Distribute Worksheet B-6, "Political Thinkers," and have students read the excerpts from these three great thinkers and answer the following questions:
  - According to Locke, how does government get its power?
  - Why is Locke opposed to absolute power?
  - According to Locke, under what circumstances do the people have the right to form a new government?
  - How would someone who believes in the Divine Right of Kings feel about Locke's ideas?
  - Do you agree with the ideas presented by Locke in this reading selection? Explain.
  - Are his ideas followed in the United States today? Why? Why not?
  - Why does Montesquieu believe that there should be a separation of power in government? What does he mean when he says, "There would be an end of everything were the same man or the same body, whether of nobles or of the people, to exercise those three powers"? Do you agree?
  - How have Montesquieu's ideas influenced American government today?
  - What does Rousseau mean when he refers to the social contract? Should people be willing to give up some freedoms for the general will? How do we know what the general will is? Should individuals be forced to conform to the general will? Explain. Do you agree with Rousseau? Explain.
  - During the French Revolution there were many people who were forced to join in the Revolution even though they did not believe in everything that was being done. How would Rousseau have felt about this?
  - Do you agree with Jefferson that if everyone participates in government by voting, corruption in government would be reduced? Explain. Why do fewer and fewer Americans participate in the process of government (e.g. voting)? Is this the major reason behind recent corrupt activities in government (e.g. Abscam, Watergate)? Explain.
  - It has been said that revolutions are made in the minds of people. How might the ideas of these four thinkers have influenced the French Revolution?
  - Most of the wealth and power in France before the Revolution rested with less than two percent of the population. How do you think Thomas Jefferson and John Locke would have reacted to this information? Explain.
  - To what degree did these writers play a role in the oncoming revolution? Explain.

STRATEGY 6

- Distribute Worksheet B-7, "If They Were Alive Today," another activity based on the imaginary meeting of great eighteenth century thinkers. Pose the questions on the worksheet to students and have them answer as they think one of the Enlightenment thinkers would have. It is important that they explain the reasons for their answers.

STRATEGY 7

- Distribute Worksheet B-8, "China and the Enlightenment," and have students read it and answer the questions below:
  - The best title for this reading selection is:
    A. "Chinese Examination System Adapted by the West"
    B. "China and the West"
    C. "Chinese Ideas Influence the Men of the Enlightenment"
  - According to the author of this reading selection, how did Chinese ideas influence the leaders of the eighteenth century Enlightenment? Why?
  - Why did men like Leibnitz and Voltaire praise the Chinese system of government? Do you agree with the enlightened despot theory of government? Why? Why not?
  - Although the West took ideas and products from China, the Chinese were reluctant to adopt any ideas or products from the West. How do you account for their reluctance to accept Western ideas? Was this wise?

Subtheme C *The French Revolution*

SUB-THEME C: *THE FRENCH REVOLUTION WAS INFLUENCED BY EXTERNAL AS WELL AS INTERNAL FORCES AND HAD AN IMPACT THROUGHOUT THE WORLD*

LEARNING ACTIVITY 1

RATIONALE

The French Revolution was the turning point in modern European history. Before the Revolution, the absolute monarch reigned supreme. After the Revolution, no monarch rested comfortably. Liberty, equality, and fraternity were the ideals of the Revolution which was to spread throughout Europe and Latin America. There were many basic, long-range causes of the French Revolution. It was a combination of internal factors (oppression of the masses, class distinctions, heavy taxes, poverty, hunger, and the writings of the philosophes) and external factors (the Enlightenment and American Revolution) that created a revolutionary atmosphere. The flamboyance of the wealthy, symbolized by the king and queen (Louis XVI and Marie Antoinette), only exacerbated the situation.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify and explain at least three basic, long-range causes of the French Revolution.
- Draw conclusions as to whether the French Revolution was inevitable.
- Restate and illustrate the grievances of the Third Estate against the king and the First and Second Estates.

STRATEGY 1

Historians have used the term "Old Regime" to refer to France and other European countries during the fifteenth through eighteenth centuries. This period was characterized by a rigid class system, economic privileges for the upper classes, and autocratic rule.

- Distribute Worksheet C-1, "The Old Regime: The People," and have students explain their answers to the following questions:
  - What does this worksheet tell us about the Old Regime? Explain. From what you see on Worksheet C-1, how would you describe the Old Regime? Explain.
  - Who are the two men in the cartoon? Why is the noble called the spider and the peasant, the fly? Explain. How would you feel if you were the peasant pictured in this cartoon? Explain.
  - How would you describe the peasant in the story? Explain. Why was he so fearful? Explain. Why did he refuse to take the money offered by Rousseau? Explain.

- What does the social pyramid tell us about France during the Old Regime? Explain. How does the imformation provided in the chart help explain the structure of the pyramid? How would you feel as a member of the unprivileged classes and what would you do about your position? Explain.
- Is there a similar class structure in the United States today? Explain.

STRATEGY 2

Some historians believe that economic causes are the root of historical events. The French Revolution may be viewed in this light.

· Prepare the following chart on the chalkboard and have students copy it in their notebooks:

Causes for complaint about the French government.	Is there a similar cause for complaint today?		Would this be a good reason for revolt?	
	YES	NO	YES	NO

· Distribute Worksheet C-2, "The Old Regime: The Economic Scene," and have students read the worksheet to find causes for complaint. Then have students fill in the chart in their notebooks listing all of the causes for complaint in column 1, and indicating their opinions regarding the questions posed in columns 2 and 3.

· Have students follow directions and explain their answers to the following questions:

- Describe the two pictures on Worksheet C-2. How would you compare the scenes in the two pictures? Explain.
- Role play an imaginary conversation about daily life between a person from one picture and a person from the other picture.
- Why does the woman in the story describe France as a sad country? How does the information in the worksheet explain why many French people would have agreed with her? Explain.
- How can you explain the government agreeing to impose the farm taxes corvee, and capitaineries? How would you feel if you were one of the people? Explain.

- What does the chart on the French Budget of 1788 tell you about France at this time? How might the information contained in this chart help explain the French Revolution occurring one year later?
- Karl Marx believed that all events have economic causes. Do you think this statement can be made in reference to the French Revolution? Is Marx's statement true for today? Explain.

STRATEGY 3

Politically, the oppression of the Old Regime weighed heavily on the poor but also affected the privileged classes. The absolute power of the king was the vehicle by which members of the First and Second Estates were drawn into the Revolution.

· Distribute Worksheet C-3, "Government Under the Old Regime," and have students explain their answers to the following questions:
  - Describe the cartoon on Worksheet C-3. What does this tell us about the king's power? Why would such a king be described as an absolute monarch?
  - How would you react to such a ruler as the king of France? How would you react to the king having such powers if you were a member of the First or Second Estate? As a citizen of France, which of the king's powers would you have resented the most? To what degree, if any, could the president of the United States be described as an absolute monarch? Explain.
  - What is your reaction to the voting rules of the Estates-General? How can you explain such a voting system? Was it fair? Why would such a system make democracy in France so difficult? What would one of the Enlightenment thinkers say about the voting system in the Estates-General?
· Tell the class that it was the custom in France to send cahiers (letters of complaint) to inform the king of conditions with which people were dissatisfied.

  Have students re-read the worksheet and have them assume they are members of the Third Estate. Ask them to write a cahier in the space provided at the bottom of the worksheet.

STRATEGY 4

· Divide students into groups of five.
· Distribute Worksheets C-4A, C-4B, C-4C, and C-4D, "Special Edition: The Old Regime in France," and tell students that based on Strategies One through Four, each group will be expected to put together its own special edition of "The Global Times." Have them use the format on Worksheets C-4A, C-4B, C-4C, and C-4D.
· Remind pupils that the headline summarizes the main ideas of the article.
· Have students draw their own pictures or use the appropriate pictures from the worksheets.

- Remind students to stick to the suggested word limits.
- Emphasize to students the difference between a newspaper article and an editorial.

- Specific instructions for Worksheets C-4A, C-4B, C-4C, and C-4D:

  Worksheet C-4A Two articles should be written on this page; one on the powers of the king, and the other on the voting system used in the Estates-General. A picture related to either of the two articles should also appear. (Students may use the picture on Worksheet C-3.)

  Worksheet C-4B Two articles should be written on this page. Both articles should discuss the economic situation under the Old Regime. A picture or cartoon related to the economic situation should also appear. (Students may use the picture on Worksheet C-2.)

  Worksheet C-4C Two articles should be written on this page. The articles should summarize two of the sources on Worksheet C-1. A picture or related cartoon should also appear. (See Worksheet C-1.)

  Worksheet C-4D Students should prepare editorials stating whether the French Revolution was inevitable. Each student may select his or her own title.

STRATEGY 5

- Distribute Worksheet C-5, "Abuses of the Old Regime." Tell students that France was divided into three estates. The first two estates consisted of the clergy and nobles and the Third Estate was made up of all other citizens of France including the middle class (bourgeoisie), city workers, and peasants. The students are directed to complete the scale on Worksheet C-5 as if they were members of the Third Estate. They should assign a point value score from 1-6 to indicate their feelings about each condition faced by the Third Estate in the Old Regime in France. After they have assigned point values to each of the abuses of the Old Regime, have students total the scores and derive an average score for the class on each item. These totals represent how far they think they would be willing to go to correct conditions in France at the time. Then have students answer the following questions:

  - Is there any additional information you would need about any of the abuses listed on Worksheet C-5 before you could give it a numerical rating? Explain.
  - Which do you think was the worst abuse listed? Why? Rate the items from the worst abuse to the least harmful item.
  - How can you explain the fact that the abuses listed on the worksheet existed for many years and yet it wasn't until 1789 that a revolution occurred? Do you think the revolution in France could have been avoided in 1789? Why? Why not?
  - How could you determine the accuracy of the information presented on Worksheet C-5? Is any of this information opinion rather than fact? Explain.
  - Do any of these abuses exist in the United States today? Are there any laws that prevent such abuses? Why? Why not?

- Do you think any one of the abuses would be enough to cause a revolution? Explain.
- How would each of the items listed affect the Third Estate? Which item or items would have economic impact, political impact, and social impact?
- Which of these conditions did you rule "5"? Why wouldn't you be willing to use violence in these cases? Which rated a "6"? Explain.
- Is violence ever justified in the struggle for individual rights? Explain. Is violence an effective way to bring about change in a country? Why? Why not?

STRATEGY 6

A visitor to Paris in June 1789 said, "The business going forward at present in the poster shops of Paris is incredible.... Every hour produces something new."

- On Worksheet C-6 are posters which might have appeared. Distribute Worksheet C-6, "Poster Business," and have students explain their answers to the following questions:
  - Who are the three men in the cartoon? Who are the three women in the cartoon? Explain. How do they relate to the situation in France at the time of the Revolution?
  - What is happening in these cartoons? What is the cartoonist trying to say? As a member of the Third Estate what would you be prepared to do about it?
  - Why did a philosopher of the time say that the Third Estate is everything? How can you explain why he also said that it had been nothing? Do you think a revolution would be the best way to make it become something? Explain.
  - Why is it that despite all the abuses revealed so far there was still no revolution? What is the most important ingredient in igniting a revolution?
  - Members of the Third Estate were better off than peasants in other countries. How can you explain why France was the first country to revolt?
- Have students assume they are living in Paris in June 1789. Have them create their own posters using the picture on Worksheet C-6.
- You might want to stage a contest to determine which poster was most convincing.

SUB-THEME C: *THE FRENCH REVOLUTION WAS INFLUENCED BY EXTERNAL AS WELL AS INTERNAL FORCES AND HAD AN IMPACT THROUGHOUT THE WORLD*

LEARNING ACTIVITY 2

RATIONALE

The Revolution's flames were ignited when bankruptcy in 1789 forced Louis XVI to call a meeting of the long-dormant Estates General. The refusal of the Third Estate to play by the "old rules" led to their creation of the National Assembly. The French Revolution had begun.

Initially, the Revolution went through a moderate phase (where there were hopes for quick democratic reform), then a radical phase (the Reign of Terror), and finally a period of reaction under the Directory before Napoleon seized power. Even as the Revolution progressed from one phase to another, its ideals caught the imagination of Latin Americans and helped spark nationalistic rebellions.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the immediate cause of the French Revolution.
- Write an original "Declaration of Rights" and compare it to the historic "Declaration of the Rights of Man."
- Analyze pictures of the Revolution and classify each according to the phase of the Revolution it represents.
- Judge the degree to which the "Reign of Terror" was a necessary part of the Revolution.

STRATEGY 7

The financial crisis delineated on Worksheet C-2 ("The Old Regime: The Economic Scene") forced the king's hand, necessitating the convening of the Estates-General after 150 years of dormancy. Anticipating a discussion of the nation's problems, each estate prepared cahiers (lists of grievances).

- Distribute Worksheet C-7, "Fact Sheet: Old Regime," and divide students into groups representing either the First, Second, or Third Estates. Have them review previous worksheets and write their own cahiers.
- After students have written their cahiers, have a few of them write sample cahiers on the chalkboard.
- Ask students which conditions angered them the most.
- Distribute Worksheet C-8, "Cahiers." Have students read it and ask them to explain their answers to the following questions:
  - What seem to be the major concerns of the clergy, nobility, common people? What complaints do they have in common? Which are different? How can you explain the differences and similarities? To what degree was each group desirous of making France more democratic? Explain.

- How do you think the writers of the Enlightenment would have responded to the cahier of the clergy? Whose view would you have agreed with more?
- The cahier of the workers demands freedom of the press, provided that the author and printer are responsible. What do you think this means? Which restrictions on the freedom of the press do you think are justified? Which are not? Is the press free to print any material it wishes, according to United States law?
- To what degree is it accurate to say that the Third Estate was intent on ending feudalism in France, while the Second Estate was intent on restoring it?
- Which grievances were most serious? Least serious?
- Suppose the practice of writing cahiers existed today. Which conditions would you complain about most? Explain.

. Ask students to transform the list of grievances on the cahiers into chart form. Distribute Worksheet C-9, "Charting: Cahiers," and have students follow instructions on the worksheet.

STRATEGY 8

. Distribute Worksheet C-10, "Third Estate on TV." This imaginary TV report is taken from materials that appeared on previous worksheets.

. Select three people to participate in the dramatization (Suzanne Simon, Roger Dubette, Henri Clozot).

. Divide the class into two groups; have one group complete exercise A, and the other complete exercise B.

. Ask both groups to complete exercise C.

. Have each group report their answers and justify why they checked or did not check a statement.

. Have students complete the writing task for Suzanne Simon and then have the summaries read aloud.

STRATEGY 9

Louis XVI decided to convene the Estates-General as the means to put France's finances back in order. While he could not have known it, this action would ultimately lead to his eventual meeting with the guillotine. Once the Estates-General met, Louis XVI lost control of the events. He was forced to solve a number of difficult problems.

· Divide the class into five or six equal groups. Each group will play the role of an advisory body to the king.

· Distribute Worksheet C-11, "What Should Louis XVI Do?" and have students read Problem A. After each group has had an opportunity to discuss the problem and possible solutions privately, have the entire class do the same and brainstorm possible solutions.

- Have students read Problem B and explain their answers to the following questions:
  - Was the king wise in refusing to give in to the demands of the Third Estate regarding voting in the Estates-General? Explain.
  - What is your reaction to the Tennis Court Oath? Was the Third Estate being unreasonable? Explain.
  - What should Louis XVI have done?
- Have students read Problem C and explain their answers to the following questions:
  - How do you feel about the way Louis XVI acted? Did he act wisely?
  - Why do you think that a revolution took place even though the king gave in to the demands of the middle class to form the National Assembly? Some have said that once the revolution began it was like a rolling stone gaining momentum as it went down the side of a mountain. Do you agree with this analogy? Explain.
- Have students read Problem D and explain their answers to the following questions:
  - Which events would you consider the most important factors in continuing the Revolution even after the National Assembly was established? **Arrange each of the events mentioned, from the most important to the least important in terms of how each contributed to the outbreak of the French Revolution.**
  - How would you evaluate the king's actions throughout this crisis? Explain. Could the king have done anything to stop the Revolution at this point? Could a strong monarch have prevented the Revolution or was Louis XVI merely "reaping the harvest" of the policies of his predecessors? Explain your answer.
- Have students review Worksheet C-11 and complete the "Reading Exercise" on the worksheet.

STRATEGY 10

One of the most dramatic events of the French Revolution was the storming of the Bastille, where many revolutionaries were believed to be incarcerated.

- Distribute Worksheet C-12, "Storming the Bastille," and have each student write a diary entry explaining the picture. Have the students exchange papers and critically comment on each other's.
- Distribute Worksheet C-13, "Global Times: Bastille," and have students answer the following questions:
  - What would be the best headline for this story?
  - How does the eyewitness account of the storming of the Bastille compare to your written account?
  - Was the writer a supporter of the attack on the Bastille? Explain. Underline the words that indicate the opinions of the writer about the attack on the Bastille.

- How would you have felt if you were a member of the mob? Explain. How would you have felt about the killing of M. de Launay? Was it justified? If you were in favor of the Revolution, would you have assisted in the killing? Explain.
- How would you have felt if you were one of the soldiers? Explain.
- Why is the storming of the Bastille celebrated in France today? Explain. Is there a similar event in American history? Explain.
- Do you think the people who stormed the Bastille should be considered heroes? Explain.
- Using the picture and the eyewitness account, write this story as you think an opponent of the Revolution might have.

STRATEGY 11

- Distribute **Worksheet C-14**, "The National Assembly," and divide students into the three groups listed on the worksheet. Tell students that they have been elected members of the National Assembly. Divide the large groups into six smaller groups and direct students to brainstorm a list of rights which they believe all people should be guaranteed. After giving the class ten minutes for discussion, compile a list on the chalkboard. After discussion has taken place and a consensus has been reached, students should derive their own "Declaration of the Rights of Man" to enumerate these rights.
- Distribute **Worksheet C-15**, "The Declaration of the Rights of Man and the Citizen," and have students explain their answers to the following questions:
  - Compare your list of rights with that passed by the National Assembly. How are they similar? Different? Which important rights, if any, were left off the list? Explain.
  - Which of the rights stated in the Declaration were most important? Least important? Explain.
  - Which parts of the Declaration of the Rights of Man were influenced by the ideas of the Enlightenment? Explain.
  - Do you agree with the explanation of liberty as it is stated in the Declaration of the Rights of Man? Explain.
  - Do you agree with the statement in this document that "property is a natural right"? If the Declaration of the Rights of Man was written in the United States today would it be considered a forward looking and democratic document? Explain.
  - How would the nobles and the clergy react to the Declaration of the Rights of Man? Why?
  - Did the Declaration of the Rights of Man go far enough in describing the rights of people? Explain.
  - Are the principles of the Declaration of the Rights of Man a reality in the United States today? Explain.
  - Do you think the Declaration of the Rights of Man represents an unrealistic dream? Explain.

STRATEGY 12

An important reading skill in social studies is the ability to apply information given in one form to a practical or hypothetical situation. The exercise on Worksheet C-16 requires students to make judgments about the situations in conjunction with the Declaration of the Rights of Man. Students must support their judgments with a specific provision in the Declaration.

. Have students reread Worksheet C-15, "Declaration of the Rights of Man and the Citizen."

. Select several students to read the key provisions of the Declaration aloud.

. Distribute Worksheet C-16, "Applying the Declaration of the Rights of Man," and go over the first one with the whole class.

. Have students complete the remainder of items in small groups or individually.

. Have students complete the letter-writing exercise on the worksheet.

STRATEGY 13

One group whose liberties were ignored in the Declaration of the Rights of Man was women. Olympe de Gouges, at first a supporter of the Revolution, expressed her ideas on women's rights in her Declaration of the Rights of Woman and Citizen. She eventually died under the guillotine in 1793.

· Distribute Worksheet C-17,"Declaration of the Rights of Women," and have students explain their answers to the following questions:

- What were de Gouges' major concerns? Explain. What does this tell us about the way women were treated at the time? Explain.
- How does de Gouges' Declaration compare to the Declaration of the Rights of Man? Explain.
- What did de Gouges mean when she said women should have the right to mount the rostrum and the scaffold? Are there as many women as there should be in public life? Explain.
- What did de Gouges mean when she said that "Neither unmarried mothers nor widows who have been made mothers should be treated with prejudice"? Explain. Does such prejudice exist today? Explain.
- Are women today equally eligible for "all honors, positions, and public employments according to their abilities"? Explain.
- Explain why the leaders of the French Revolution refused to approve de Gouges' Declaration. Would it have been approved today? Explain.
- To what degree has the position of women changed since the French Revolution? Explain.
- Do women in America need an Equal Rights Amendment today? Explain.

STRATEGY 14

At the time of the writing of the Declaration of the Rights of Man, the future course of the French Revolution seemed uncertain.

- Distribute Worksheet C-18, "Cartoon: Declaration of the Rights of Man," and have students explain their answers to the following questions:
  - What is happening in the cartoon on this worksheet?
  - Whom do the figures in the cartoon represent? Explain.
  - What does the cartoonist mean by the caption? Explain.
  - Is "sunlight" or "storm" a more accurate description of the consequences of the French Revolution? Explain.

STRATEGY 15

Ideas about freedom and the rights of man, rather than being the creation of one man or one state, derive from the beliefs of men in many different nations. The Declaration of the Rights of Man has had world-wide effects on the ideas of nationality and of democratic rights.

- Distribute Worksheet C-19, "Three Documents - Three Nations," and have students answer questions 1 through 4 on the worksheet. Review the answers with the class.

The French Revolution had impact all over the world. In Latin America many of the middle class native population, the criollos, began to read of the Revolution with great interest. Soon clandestine documents were being circulated. In the minds of some scholars, these became at least a spark which detonated the powder keg of rebellion in Latin America.

STRATEGY 15A

- Distribute Worksheet C-20, "Global Times: French Revolution and Latin America, " and have students complete the exercise on the worksheet. Review the exercise with the class, then have students explain their answers to the following questions
  - What do these readings tell us about the impact of the French Revolution on the rest of the world? Explain. How can you explain this impact in an age without television or radio? Explain.
  - Why did the Spanish king fear that people in his colonies would read material from revolutionary France? Why were Church officials also fearful? Explain.
  - How did the Spanish government attempt to suppress the ideas of the French Revolution?
  - Do you think the Spaniards were wise to use such methods? Explain.
  - Do you think such methods would have been effective? Explain.

STRATEGY 16

While idealism nurtured the Declaration of the Rights of Man, realism nurtured the French Constitution. The French Constitution of 1791 and the United States Constitution were similar in their dependence on compromise.

Students will have the opportunity to use their abilities to compromise when they engage in a simulation of the drafting of the French Constitution of 1791. Have students take the roles they were assigned in Strategy 8.

- Distribute **Worksheet C-21**, "Agenda for French Constitution."
- Allow students enough time to study the agenda, then have the class select a leader to run the sessions. Each item should be considered in the order presented. Prior to the session, or whenever a majority vote is difficult to obtain, time should be allowed for vote trading and compromise.
- Have students use the following procedure during the business sessions:
  - One student should make a proposal based on the possible choices suggested in the agenda.
  - Before any proposal may be discussed, it must be seconded. At this point, discussion may take place, with at least one speaker presenting favorable and one presenting unfavorable arguments about the proposal.
  - At any point after this, a student may suggest calling the question. All delegates may then vote on the proposal.
  - After the votes for individual items, the entire document should be voted on by the delegates.
- Distribute Worksheet C-22, "Constitution of 1791." The constitution prepared by the class should be compared to the Constitution of 1791. Students should explain their answers to the following questions:
  - How does the constitution prepared by the class compare to the actual Constitution of 1791? How were they similar? Different?
  - To what degree was the Constitution of 1791 responsive to the demands of all citizens? To what degree was it unresponsive? Explain.
  - In what ways were the ideals of the Declaration of the Rights of Man reflected in the Constitution of 1791? In what ways was the Constitution of 1791 undemocratic? How can you explain these undemocratic features?
  - Why did the National Assembly keep the king as ruler of France? How can you explain the Assembly requiring property qualifications for voting and holding office? Is this fair? Which class do you think gained the most from the constitution? The least?
  - As a supporter of the Revolution, what would your reaction have been to the Constitution of 1791? Explain. Why would many Frenchmen be unhappy with the reforms enacted under the Constitution? Did the Constitution go too far or not far enough in bringing change to France? Suppose you were asked to take up arms in a revolution against the National Assembly. Would you do so? Explain.

- Very often politicians promise to make great changes if elected to office -- but once in office they do not keep those promises. Why do you think this sometimes happens? Which is the best kind of change in government: quick change or slow change? Explain.
- Do you think this is the best way to put a constitution together? Are there any better ways?
- What were your reactions to this activity? What suggestions would you have for doing it next time?
- Which of the speakers was most convincing? Do you think powerful speakers or powerful ideas dominate at such a session?

. Distribute Worksheet C-23, "Exercises on the Constitution of 1791," and have students complete all exercises on it.

STRATEGY 17

Dissatisfaction with the extent of reform in the Constitution of 1791, coupled with fear that conservative monarchs were planning to topple the new government and subvert the revolution, led to a change in government. The new government went even further in extending the franchise and instituting other democratic acts.

The changes which had transformed France since 1789 threatened rulers of other European nations. By 1793, France was at war with most of Europe. As conditions worsened, moderate Girondins were replaced by radical Jacobins who formed the Committee on Public Safety, led by Maximilien de Robespierre.

. Distribute Worksheet C-24, "Global Times:A and B," and have students explain their answers to the following questions:

- As a citizen of France, what would be your reaction to these new freedoms? Explain. What would be your reaction to the new government? Explain.
- Which was the most important freedom granted by the new government? Explain.
- What would your reaction have been to the headlines in neswpaper "B"? Explain.
- Did freedom lovers have good reason to be frightened by the events depicted in newspaper "B"? How can you explain Austria and Prussia going to war with France? Why would French nobles be helping armies from other countries? Explain.
- Suppose you were a member of the French leadership. What steps would you suggest the government take to protect itself from these threats? Explain which of these suggestions would be most likely to protect the newly won freedoms of the French people.

STRATEGY 18

The Committee on Public Safety, in the name of securing the gains of the Revolution, brought on the Reign of Terror. It has been estimated that over forty thousand persons died during this period.

- Distribute Worksheet C-25, "Global Times: Reign of Terror," and have students explain their answers to the following questions:
  - What would be an appropriate headline for this newspaper article? Place the headline in the appropriate space on the worksheet.
  - As a citizen of France at this time, what would your reaction have been to the new laws? How would you have felt as a French citizen? Explain.
  - In what ways would these laws limit your freedom? How might someone's associations with other people make him or her an enemy of the Revolution? Explain.
  - Why would the relatives of those who fled France be considered suspect? Is this reasonable? Explain.
  - What obligations to the armed services did each age group have? Were these obligations fair? Explain. Should all Americans have similar obligations? Explain.
  - How does Robespierre defend the actions of his government? How does Robespierre justify the use of terror? Explain. Do you agree that the basis of popular government in time of revolution is terror (for its enemies)?
  - Why was this period called the "Reign of Terror"? In the editorial section, write a column giving your opinion of the actions taken by the French government. Explain.
  - Many people believe that all revolutions go through specific identifiable stages. Can you identify a "reign of terror" in a contemporary revolution? Explain. Barry Goldwater, United States Senator (Ariz.) said "Extremism in defense of liberty is no vice." What do you think he meant by this? Do you agree? Can this statement be applied to the French Revolution? Explain. Under what circumstances would you support Goldwater's opinion? Explain.

STRATEGY 19

Once the radicals gained control in France, the days of Louis XVI and Marie Antoinette were numbered. In fact, both Louis and his wife succumbed to the executioner's blade.

- Distribute Worksheet C-26, "The Queen Is Executed."
- Tell students that Worksheet C-26 contains a picture of Marie Antoinette. Ask the students to explain their answers to the following questions:
  - What do you think is happening in the picture? (Tell students that Marie Antoinette is being led to her execution.) How would you have felt if you were Marie Antoinette? Explain. If you had been given an opportunity to say any last words, what would they have been? Explain.

- As a supporter of the Revolution, how would you have felt seeing the queen in this situation? Explain.
- How can you explain sentencing Marie Antoinette to death? Was such a penalty justified? Explain. Is there a more appropriate way to punish a leader?
- Is the death penalty ever justified? Explain.

· Ask students to follow the directions on the bottom of the worksheet. After the students have completed the chart, have them explain their opinions to the class.

STRATEGY 20

· Have students conduct a trial of Robespierre based on previous worksheets. These sheets contain accounts of Robespierre's ideas and the Declaration of the Rights of Man, which states the ideals of the Revolution.

The charge against Robespierre is treason against France and against the ideals of the Revolution as expressed in the Declaration of the Rights of Man.

· Members of the class can assume the following roles:

a) Judge

b) Prosecuting attorney

c) Defense attorney

d) Defense witnesses:
Slave who was given his freedom through the efforts of Robespierre's leadership of the Convention;
Farmer who was finally able to buy his own land as a result of the Revolution;
Teacher who voted in his first election as a result of the Revolution;
Henriot, an army general who supports Robespierre's actions;
Citizens of Paris who feel that the terror is necessary for their own personal reasons (mostly their hatred for the Old Regime); and
Robespierre.

e)Prosecution witnesses:
Wife of a nobleman who died at the guillotine;
Nobleman;
Newspaper editor who has been jailed;
Priest who sees the necessity for change but not for using terror;
Son of Danton, a critic of Robespierre, executed for his criticism; and
Merchants, workers and soldiers of Paris who feel that Robespierre has abandoned the ideals of the Revolution and has become a dictator himself.

- Have the rest of the class act as the jury and vote at the conclusion of the trial. Each jury member should be asked to write down his or her vote and the reason for the vote. Have the judge collect the votes, pronounce the verdict, and determine the punishment if necessary. Each jury member and the judge should be asked to present the reasons for their vote to the rest of the class.
- After the trial, have the students use the following questions to evaluate their experience:
  - What was the most convincing argument for finding Robespierre guilty? Not guilty?
  - Should Robespierre be considered a hero or a villain? Explain.
  - Should Robespierre be considered a man who shaped history or a man who was influenced by the time in which he lived? Explain.
  - Robespierre was found guilty and sentenced to the guillotine. Do you agree with this punishment? Explain.
  - How might the "Reign of Terror" explain why France turned to someone like Napoleon for leadership? Explain.
  - Is a period of terror a necessary ingredient in every revolution? Explain.

STRATEGY 21

The French Revolution influenced events in other parts of the world. On the island of Hispaniola (Haiti and Santo Domingo), Spain and her ally, Great Britain, were engaged in a war with the French over control of Santo Domingo. France enlisted many Haitian soldiers to the cause as a result of the Ninth of Thermidor decree abolishing slavery in the French colonies. Thus, many Haitians, including the military leader, Toussaint L'Ouverture, saw themselves as sons of the Revolution. This idea is manifested in the letter on Worksheet C-27, in which L'Ouverture attempts to persuade a Haitian comrade fighting for the British to come over to the French side.

- Distribute Worksheet C-27, "A Son of the Revolution in Haiti," and have students explain their answers to the following questions:
  - What is the main point of L'Ouverture's letter? Explain.
  - What arguments does L'Ouverture use to convince his friend to fight for the French? Assuming you were L'Ouverture's friend, send a letter of reply to L'Ouverture.
  - How does L'Ouverture's letter show that the ideas of the French Revolution were spreading? Explain.
  - L'Ouverture tried to convince his friend that only in the French Republic could the blacks of Haiti be free and have equal treatment. What evidence could L'Ouverture have used to prove this point? Explain.
  - Would L'Ouverture have done more for his people by fighting the French for Haitian independence rather than tying Haiti to the French Republic?

- If you were a Haitian citizen and were asked to vote on whether to be independent or remain a part of the French Republic, what would you have chosen?
- The citizens of Puerto Rico (a commonwealth controlled by the United States) have been given this choice. So far they have voted to remain part of the United States. Is this a wise choice?

STRATEGY 22

Historians have noted specific phases that are identifiable in all revolutions. The identification of these phases is facilitated by the use of a time line.

· Distribute Worksheet C-28, "Highlights in the French Revolution," and have students explain their answers to the following questions:

- What three phases made up the French Revolution?
- Which of these phases was the most important in changing France? Explain.
- Suppose the Revolution ended in 1789. Would it have had the monumental impact it did have on the rest of the world? Explain.
- Cut out an article from a newspaper dealing with a revolution in a country in the world today. Can you identify in which stage that revolution is?
- Do you agree that each revolution must go through specific stages before it can end? Explain.

STRATEGY 23

The French Revolution contained some of history's most interesting personalities. A description of some of these personalities appears on Worksheet C-29.

· Distribute Worksheet C-29, "Newspeople Magazine."

- In your own words describe each of the personalities discussed. How are they similar? Different? Explain.
- How did each personality contribute to the Revolution?
- How can you explain why Louis XVI entered the word "nothing" in his diary on the day of the storming of the Bastille? What does this tell us about him? Explain.
- What is your opinion of Marie Antoinette? Did she get along well with Louis? Was she a good queen?
- Would history have been different if Louis XVI had been smarter and/or if Marie Antoinette had been more careful with her money? Suppose Louis and Marie were not king and queen, would there have been a French Revolution?

- How can you explain the change in Robespierre from a man who could not sentence criminals to death into someone who was responsible for the killing of so many innocent people?
- Could a poor speaker such as Robespierre become the leader of a nation today? Explain.
- What did Charlotte Corday mean when she said, "To save one hundred thousand, I stabbed the tyrant, Marat, to death. Was Corday's action justified? Explain.
- Do people or events make history?

· Have students research Charlotte Corday's role in the French Revolution and then complete the "Newspeople" magazine feature on her. Is she a heroine? Explain.

STRATEGY 24

This strategy explains the impact of the Revolution on various classes in French society.

· Distribute Worksheet C-30, "Living Through the Revolution: The People," and C-31, "Living Through the Revolution: The Headlines."

· The French Revolution dramatically changed the lives of many of the people of France. On Worksheet C-30 are profiles of five imaginary individuals, each representing a different class at the time of the Revolution. Divide the class into five groups, and have each group assume one of these imaginary identities. Have the class read the newspaper headlines given on Worksheet C-31. These headlines refer to occurences leading to the Revolution or events during the Revolution. After playing their assigned roles, the students should explain their answers to the questions for each event listed in the headlines. In answering these questions, the students should maintain their assigned roles.
  - If you were at this event (apply this to each specific occurrence listed), what actions, if any, would you have taken?
  - For each event, explain whether it would have no impact, little impact, moderate impact, or great impact on your life. Explain.

· An alternative approach to the same strategy is to have the students assume the roles described on the worksheet at various points in the Revolution. The students may also keep diaries (still maintaining the assigned roles) of the Revolution and make entries about their reactions to the changing events of the Revolution.

SUB-THEME C: *THE FRENCH REVOLUTION WAS INFLUENCED BY EXTERNAL AS WELL AS INTERNAL FORCES AND HAD AN IMPACT THROUGHOUT THE WORLD*

LEARNING ACTIVITY 3

RATIONALE

The French Revolution was both a beginning and an end. It brought about an end to an epoch of absolutism and gave rise to an era of nationalism. Nationalism grew in other countries both as a reaction to and an outgrowth of the changes in France. The peoples conquered by Napoleon, faced with a common enemy, began to feel the stirrings of nationalism. Liberals throughout the world seized the ideals of a revolution in which common people dethroned a king and ignited hope in the hearts of oppressed people around the world.

PERFORMANCE OBJECTIVES

Students will be able to:

. Analyze the reasons for Napoleon's rise to power.
. Identify the ways in which the Revolution produced feelings of nationalism in France and elsewhere.
. Assess the degree to which Napoleon's policies had effects outside of France.
. Appraise the significance of Napoleon in French and world history.

STRATEGY 25

Replacing the Committee on Public Safety was the Directory, a group of conservative leaders who proved most ineffective in dealing with the continuing war and economic misery. The times were ripe for a new leader and Napoleon Bonaparte was a man for his time. Sensing the power vacuum, Napoleon deserted his troops and went to Paris. What happened next is open to conjecture.

· Distribute Worksheet C-32, "Napoleon's Rise to Power."
· Have students draw two columns. In the first column, students should describe how Napoleon explained his rise to power. In the second column, have the students describe Mme. de Stael's explanation for Napoleon's rise to power.
· Have students explain their answers to the following questions:

  - What are the differences between the two versions of Napoleon's rise? Explain. How can you explain the differences in the two accounts?
  - Which of these accounts do you think is closer to the truth? Explain.
  - How does this exercise indicate the disadvantages of relying on one person's account of a historical event? Explain.

- How might you find out the truth about Napoleon's rise to power? Explain.

· Students might be asked to observe the same event, such as an athletic event, a presidential news conference, or a movie, and give their accounts of the event in order to help determine the difference between fact and opinion and to realize the difficulty in determining the reliability of evidence.

STRATEGY 26

Napoleonic conquests engendered strong nationalistic feelings in Spain and in other countries.

· Distribute Worksheet C-33, "The Third of May, 1808," and have students describe the picture on the worksheet.

· Have students explain their answers to the following questions:

- If you were a Spaniard how would you have felt viewing this picture of Napoleon's troops executing Spaniards in Madrid? Explain.
- Why do you think the Spanish artist Goya painted this picture? Explain.
- How does this picture demonstrate that Napoleon's attempt to conquer Europe contributed to strong feelings of nationalism in the conquered nations? Explain.
- Can you give other examples of an art form being used to stir up feelings of nationalism? Explain. Is this an effective way of spreading nationalistic feelings? Explain.

STRATEGY 27

If magazines had existed in the time of Napoleon, he probably would have been on the cover of many of them.

· Distribute Worksheet C-34, "Newspeople Magazine: Man of the Year," and have students explain their answers to the following questions:

- What do these pictures tell us about Napoleon? Explain.
- How do these pictures explain why Napoleon was considered to be the greatest man of his time? Explain.
- Which pictures indicate that Napoleon was a true son of the Revolution? Explain. Which pictures indicate that Napoleon was an enemy of the goals of the French Revolution? Explain.
- Do you think Napoleon should be considered a true son of the French Revolution? Explain.
- Considering that these pictures show many different views of Napoleon, how could you find out which was the true Napoleon? Explain.
- Have students bring in news articles which portray today's officials in a favorable or an unfavorable light.

STRATEGY 28

Napoleon: Was he a true son of the Revolution or an enemy of the Revolution? Statements made by and about Napoleon may shed some light on this question.

- Distribute Worksheet C-35, "By Napoleon and About Napoleon," and have students complete the chart at the bottom of the worksheet. After reviewing the chart, have students explain their answers to the following questions:
  - From these statements by and about Napoleon, how would you describe this man? Explain.
  - What did Napoleon mean when he said that he picked up the French crown from the gutter with his sword? Explain.
  - Why did Napoleon want to shoot the booksellers in Germany? Explain. Do you think such a tactic could stop people from criticizing him? Explain. Suppose Napoleon believed this was the only way for the French people to keep the liberties they had. Would it then have been justified? Explain.
  - To what degree do these statements support the conclusions you reached after viewing the pictures in "Newspeople Magazine"?
  - Which of these statements do you think best describes Napoleon? Explain.
  - Do you think Napoleon should by treated as a hero of the French people? Explain.
  - Was it possible for Napoleon to be a dictator and still fight for the goals of the French Revolution? Explain.

STRATEGY 29

- Distribute Worksheet C-36, "Interview With Napoleon Bonaparte."
- Select two people to dramatize the interview.
- Have students complete the reading questions and explain their choices.
- Divide the class in half. One group will complete Napoleon's answer to Suzanne Simon's last question and the other group will construct a final question in the interview. Both groups can place samples on the chalkboard.

STRATEGY 30

In 1798, Napoleon invaded Egypt; with him came all the ideas of the European Enlightenment and the French Revolution. At this time, Egypt was part of the Ottoman Empire.

- Distribute Worksheet C-37, "Napoleon in Egypt," and have students read it and complete the exercise on the page.
- Have students write their headlines of news stories (summaries and expected crowd reactions) on the chalkboard. Have students decide

on the elements of a good summary. Then have students decide which was the best news summary written on the board.

· Have students explain their answers to the following questions:

- Which ideas of the French Revolution did Napoleon bring to Egypt?
- How would you have reacted to such a speech if you were an Egyptian? Explain?
- Do you think this proves that Napoleon was a true son of the French Revolution? Explain.
- Eventually, Napoleon (as emperor) controlled Egypt as part of his empire. How would you go about proving or disproving how far Napoleon went in bringing the French Revolution to Egyptians?

STRATEGY 31

An inevitable result of the French occupation of Egypt was the blending of French and Egyptian cultures.

. Distribute Worksheet C-38, "The Mixture of French and Egyptian Cultures," and have students explain their answers to the following questions:

- What does this worksheet tell us about the impact of Napoleon's occupation of Egypt? Explain.
- How can you explain the Napoleonic sphinx? What does this tell you about Napoleon? Explain.
- How did Napoleon's Institute of Europe lead to the blending of French and Egyptian cultures? Explain why the French were so pleased when Muslims showed interest in the sciences.
- How can you explain the part saying that during the Middle Ages Europeans were gaining scientific knowledge from the Muslims? (Now things have reversed.)
- Describe the reaction of the Arab writer to the Institute of Egypt. How can you explain this reaction?
- To what degree does this reading indicate the advantages of increasing cultural contacts between nations? Explain. What disadvantages could you foresee? Explain.
- Can you give examples of cross-cultural contacts between America and other nations? Do you think these contacts should be increased in the future? Explain.

STRATEGY 32

Napoleon intended to spread French culture throughout the world. His memoirs, dictated on St. Helena between 1815-1821, spell out his plan.

. Distribute Worksheet C-39, "Napoleon: Spread of French Culture." Tell students that the last part of Napoleon's memoirs has been purposely

omitted. Have students end the memoirs the way they think Napoleon did. Write the actual conclusion on the chalkboard (as it appears below).

> ...ended my dictatorship....Paris would have been the capital of the world and the French the envy of nations....These were among my dreams.

. Ask students to explain their answers to the following questions:

- What does this reading tell us about Napoleon? Explain.
- How does Napoleon propose to bring the same prosperity, interests, enjoyments, and well-being to all the peoples of Europe? Explain.
- How would you react to his goals if you were the leader of a European nation other than France? A citizen of such a nation? Explain.
- Do you think Napoleon's goal of uniting Europe was a worthwhile one? How realistic was this goal? Explain. Should the United States be aiming for similar goals in the Americas? Explain.
- Do you believe that Napoleon would have carried out those plans had he remained in power? Explain. How successful would Napoleon have been in attempting to achieve those goals?
- Today, some European nations have taken steps towards uniting Europe through the establishment of the Common Market and a European Parliament. Prepare a report on one of these organizations. Use this topical question: "Is a United States of Europe possible?"

Subtheme D *Napoleon and Nationalism*

SUB-THEME D: *THE IMPACT OF NATIONALISM HAS BEEN PROFOUND AND GLOBAL IN NATURE*

LEARNING ACTIVITY 1

RATIONALE

Nationalism has been the most potent force on the global scene in the past 200 years. Napoleon, who stimulated French nationalism, was also responsible for inspiring an anti-French nationalism in some of the countries he conquered. Faced with a common enemy, these conquered peoples united, reflecting upon their shared histories, languages, values, and goals. Ironically, Napoleon, who overthrew the king of Spain and placed his own brother on the Spanish throne, inspired Latin American nationalists to engage in a counter-revolution against Joseph Bonaparte.

PERFORMANCE OBJECTIVES

Students will be able to:

. Define nation and nationalism.
. Describe the ingredients that go into the making of a nation.
. Explain the impact Napoleon had on igniting nationalism in different parts of the world.

STRATEGY 1

Nationalism is a force that has shaped the development of the world. This exercise will help students inventory their own nationalistic feelings.

. Write the following topic on the board and have students write a paragraph on it: "How I feel about being an American."

. Give students about ten minutes to write their paragraphs. Have volunteers read theirs to the class. Afterwards, discuss the following questions:

  - Are you proud of being an American? Explain.
  - Do you have even stronger feelings towards a country other than America? Explain.
  - How do people in a country develop feelings of national pride? Explain.

. Distribute Worksheet D-1, "Ingredients of Nationalism," which describes the qualities of nationalism. Have students follow the directions below:

  - Examine each of the ingredients. Single out which apply to America.
  - Can you think of any additional ingredients that promote a feeling of nationalism? Explain.
  - Do you think Americans have enough pride in their country? Explain.

STRATEGY 2

Very often a nation is symbolized by its national anthem. Sometimes reference is made to a nation's goals, values, language, and history (all elements which define a nation) in a national anthem. Students will discover that many cultural values are shared and spread by nations.

. Distribute Worksheet D-2, "National Anthems," and have students complete the exercise on the worksheet and explain their answers to the following questions:

- What do each of these anthems have in common? How do these anthems reflect cultural values which are shared among many nations? What are the differences? Explain.
- What information do we learn about each nation from reading these anthems? Explain. Compare these anthems and the "Star Spangled Banner."
- Based on these anthems, what defines a nation? Explain. Are there any ingredients which make up a nation that are not mentioned here? Which ones? What is the most important ingredient in defining a nation?
- As a citizen of one of these nations, how could listening to your national anthem make you feel? Explain. Why might such feelings be described as nationalism?
- Some people have proposed that the national anthems should no longer be played at the Olympic Games. Do you think feelings of nationalism have been good or bad for the progress of the world?
- Do you think the Olympic Games should promote nationalistic feelings? Why? Why not? Would it be better to have athletes compete without advertising their national affiliation?

STRATEGY 3

Napoleon's Empire spanned most of Europe. He unified separately ruled Italian and German states and placed relatives on the thrones there and in other parts of the Empire.

While not intending to, the Napoleonic conquests spurred on a wave of nationalism that swept over the conquered countries.

· Distribute Worksheet D-3, "Napoleon and Nationalism," Ask students to explain their answers to the following questions:

- What information do you gain from this map?
- How would you have felt as a citizen of a country conquered by Napoleon? Explain. What would you have done? Explain.
- Was the size of Napoleon's Empire its greatest strength or greatest weakness?
- As a citizen of conquered Spain, which actions taken by Napoleon would you not have opposed?
- How did Napoleon's actions contribute to the spread of nationalism in Spain? Explain.

- What examples do we see today of nationalism strengthening opposition to a common enemy?

STRATEGY 4

- Distribute Worksheet D-4, "Napoleon: The French Gingerbread Baker," and have students complete the exercise below the cartoon. Ask students to explain their answers to the following questions:
  - What is happening in this cartoon?
  - How does this cartoonist describe Napoleon? Why is Napoleon called the gingerbread baker?
  - To what degree did Napoleon increase nationalistic feeling by the policy illustrated in this cartoon?
  - How do you think Napoleon would have reacted to this cartoon?
  - Napoleon claimed he was serving the best interests of the people by installing his own kings. Why did he say this? Would you have supported such a policy if you were one of his advisers?

STRATEGY 5

Typical of the feelings engendered by Napoleonic policies were those in Prussia. Nationalistic sentiment there heightened to the point of revolution.

- Distribute Worksheet D-5, "Prussian Nationalism: 1812," and have students explain their answers to the following questions:
  - To what degree is the king of Prussia referring to elements of nationalism previously discussed in Strategy 1?
  - What reasons does the king present for fighting against the French invaders? (Have students make speeches to convince their fellow Prussian citizens to rise up against Napoleon. Have the class discuss which speeches were the most convincing.)
  - If you had been a Prussian citizen, how would you have felt listening to this speech?
  - Frederick William refers to a sad fate that awaits Prussians if they do not fight. What sad fate is he referring to? Explain.
  - Does the King make a good case for fighting Napoleon's troops? Explain.
  - Some people called "pacifists" believe that war is never justified. Do you agree? Explain. How would a pacifist defend his/her position not to fight against Napoleon in this case?
  - Would this nationalistic sentiment have come about without the influence of Napoleon?

STRATEGY 6

The nineteenth century revolutions in Latin America were an outgrowth of the American and French revolutions and, most important, the rise to power by Napoleon who overthrew the Bourbon rulers in Spain and put his brother Joseph on the throne there.

Educated nationalists in Latin America became excited by the ideas of the philosophes, the independence of the thirteen Colonies, and the French Revolution. From 1804 to 1825, there were two major trends in this Latin independence movement. First, there were those who fought to rid themselves of foreign domination. And, secondly, there was a push to establish their own governments and national boundaries. The map on Worksheet D-6 summarizes much of what went on during those two decades.

. Distribute Worksheet D-6, "Title the Map," and have students complete the exercise on the worksheet.

STRATEGY 7

Charismatic leaders such as Simon Bolivar borrowed ideas from the enlightenment, and were able to turn emerging discontent with Spain into revolutionary fervor.

. Distribute Worksheet D-7, "Nationalism in Latin America," review the exercise on the bottom of the worksheet, and have students explain their answers to the following questions:

- In your own words, how would you describe Simon Bolivar's message?
- As a Venezuelan peasant, what reactions would you have to Bolivar's message? How would it make you feel? Explain. To what degree was Bolivar a son of the French Revolution?
- Do you think he was justified in advocating the use of violence against those who sided with Spain? Those who aided the Spaniards? Why or why not? Is violence ever justified?
- How important were leaders like Bolivar to Venezuela's independence?
- Can revolutions occur without great leaders (use current examples)? Why, or why not?
- Have each student pretend to be Joseph Bonaparte and write a letter to Simon Bolivar responding to Bolivar's message. Have students use the form on Worksheet D-7. Remind students that a letter must have an introduction, a body, and a conclusion.

SUB-THEME D: *THE IMPACT OF NATIONALISM HAS BEEN PROFOUND AND GLOBAL IN NATURE*

LEARNING ACTIVITY 2

The fires of nationalism continued to rage in the post-Napoleonic decades. Although the Metternich system sought to restore the "old order" and to quell revolution, the period from 1815-48 was marked by repeated patriotic uprisings. Try as he did, Metternich was unable to "turn back the clock."

PERFORMANCE OBJECTIVES

Students will be able to:

- Define legitimacy and compensation.
- Discuss the policies instituted under the Metternich system at the Congress of Vienna.
- Analyze the causes of 19th century revolutions.
- Evaluate the effectiveness of the Metternich system.

STRATEGY 8

After Napoleon's defeat, the victors, Great Britain, Austria, Russia, and Prussia, met in Vienna and tried to bring stability by "turning back the clock" in Europe. Use Worksheet D-8, a drama based on the Congress of Vienna, to analyze the attitudes of the victorious powers and their reactionary program.

- Distribute Worksheet D-8, "Welcome to the Congress of Vienna," and read the "Background" information with students. Then, ask four students to play the roles of participants at the Congress of Vienna. After the role-play, have students explain their answers to these questions:
  - Why did the European leaders meet at the Congress of Vienna?
  - What does this play reveal about Prince Metternich's attitude toward democracy? About rule by kings? To what degree do you agree with Metternich? Why, or why not?
  - How did Castlereagh's attitudes compare with those of other participants? Explain.
  - What is your reaction to Talleyrand's statement: "Only those born to be kings may be kings"? Why was Louis XVII placed on the throne of France? Do you think Louis' "legitimate" right to the throne was able to guarantee the preservation of the monarchy in France? Explain.
  - How did the nations at the Congress try to prevent revolution and the rise of another Napoleon? Do you think Belgium ruled by Holland would be accepted by the Belgian people? Why, or why not?
  - Do you think it is possible to go back to the "good old days"? Would you expect them to succeed in their plans? Explain.

. At this point, students might pretend to be newspaper reporters sent to the Congress of Vienna to engage in the following assignments:

  a) Write a feature article about one of the participants at the Congress.
  b) Draw a political cartoon about the Congress.

. Have students look at the picture of participants at the Congress. Ask them to follow directions and explain their answers to the following questions:

  - What does this picture tell us about the Congress of Vienna?
  - What does it tell us about the participants? Explain.
  - How do these people compare to the French revolutionaries? Do you think they favored the goals of the French Revolution?

. Have students prepare a report on one of the following participants:

Metternich Castlereagh Talleyrand

STRATEGY 9

The Congress of Vienna made decisions which changed the face of Europe both internally and externally. The Congress attempted to wipe out 25 years of change by restoring the pre-Napoleonic kings to their thrones and compensating those nations that lost lands held before 1789.

. Distribute Worksheet D-9, "Global Times: Congress of Vienna," and have students explain their answers to the following questions:

  - List the most significant changes brought about by the Congress. Which one do you think was the most important?
  - Considering what you've read in the newspaper, why do historians state that the decisions reached at the Congress were based on the principles of legitimacy and compensation?
  - Assuming you were Polish, how would you have reacted to being rules by a king from Russia? Explain.
  - Do you think that the brother of Louis XVI was the legitimate ruler of France? What is your reaction to the Carlsbad decrees? In what ways did they limit basic freedom? Do we have similar rules today?
  - Why were the Carlsbad decrees seen as an attempt to suppress nationalism? What is your reaction to them? How successful would they be in helping to suppress revolts?
  - What is happening in the cartoon? How does this cartoon explain the events at the Congress? Do you agree with the cartoonist? Pretend you are Prince Metternich. Use the space provided on the worksheet and write a letter to the editor giving your opinion of this cartoon.
  - Do you think that the Congress of Vienna represented a successful plan for combatting the ideas of democracy and nationalism? Explain. Would it work today? Explain.
  - Could you have suggested a better plan? What would have been the consequences of such a plan? In what way have people today tried to suppress nationalistic feeling? Explain.

STRATEGY 10

. Distribute Worksheet D-10, "Map of Europe," and have students use it to locate the countries that had some form of uprising or revolt between 1820-1848.

. Distribute Worksheet D-11, "Waves of Revolutions."

. Using worksheets D-10 and D-11, have students mark revolts prior to 1830 with ≡ marks, revolts in 1830 with ### marks, and those of 1848 with //// marks. Then have students answer the following questions, based on their maps and worksheets.

- What does this chart tell us? Explain.
- Why did revolts occur in many countries of Europe between 1820-48? List three major reasons why the people of Europe turned against their own governments.
- To what extent do you think these revolutions were successful? Give examples to prove your point.
- Name one country that you have not marked in any way on your map. Why do you think that country did not have uprisings or revolts?
- To what degree does this chart indicate that ideas like nationalism are infectious?
- In which nations did the Metternich system succeed in destroying democratic revolutions? In which nations did it fail?
- Which factors do you think are important in determining success or failure in such revolutions? Explain.
- Can nationalism be wiped out? Explain.

STRATEGY 11

One of the first successful revolutions against the Metternich system was fought against the Turks by Greece. Cognizant of the significance of their achievement the Greek National Assembly issued a Proclamation of Independence for dissemination throughout Europe.

. Distribute Worksheet D-12, "Greek Independence," have students complete the exercises on it, and explain their answers to the following questions:

- In your own words, how would you put the message of the Greek Proclamation of Independence?
- How did the assembly justify this Proclamation? In what ways did this document try to stir up nationalistic feelings? Explain.
- As a Greek citizen, how would you feel on hearing this Proclamation? To what degree did the Greeks borrow the democratic ideas of others?
- How do you think Europe's other revolutions were affected by the Greek revolution? (see chart on worksheet).
- If you were a citizen whose ruler was a dictator, how would you react to reading this declaration? Explain.
- What is meant by the statement, "it is better to gain our freedom in death than to live in slavery"? Would you feel the same way? Explain.

STRATEGY 12

It has been said, "When France sneezes, all of Europe catches cold." This point is made in the 1830 cartoon from the British magazine Punch on Worksheet D-13.

The Congress of Vienna restored the Bourbon king Louis XVIII, who reigned as a constitutional monarch until 1824. Charles X succeeded Louis, but announced his intention to reinstate the privileges of the dreaded Old Regime. In July 1830, when Charles tried to abolish the freedom of the press, rioting and eventually revolution broke out.

- Distribute Worksheet D-13, "When France Sneezes," and have students study it and explain their answers to the following questions:
  - What is happening in the cartoon?
  - What do the pictures in the corners represent? Explain.
  - Who is the man? What do the cards in the cartoon represent?
  - What would be a good title for this cartoon? Explain.
  - How can you explain the title: "When France sneezes all Europe catches cold"? Does the chart on Worksheet D-11 prove this statement true?
  - If you were the king of a European country, what would be your reaction to this cartoon? How would it make you feel? What would you try to do to try to remain in power? Explain.
  - Is the yearning for independence impossible to stop? Explain.

STRATEGY 13

Revolutions are not always predictable. Despotic rulers were aware of the citizens' discontent, but they could not have envisioned the imminent wave of revolutions. Perhaps they should have been more aware of events in countries other than their own.

- Distribute Worksheet D-14, "Causes of a Revolution (1848)," and have students complete the exercise following the chart. Ask students to explain their answers to the following questions:
  - What information do we get from this chart?
  - How does this chart explain the causes of the revolution of 1848?
  - How did the following conditions, which existed in 1815, account for the revolutions in 1848? industrialization; growth of cities; governments that would not listen to people's demands. Which was the most important long range cause of the revolutions of 1848?
  - How would industrial slumps, bad harvests, and disease lead to revolutions in 1848? Which do you think would have been most important in bringing about revolution? Explain.
  - To what degree did conditions in one country affect conditions in another?

- How does this chart explain why Britain, Russia, Spain, and Belgium never experienced revolution, even though they had similar conditions to other countries? (Students may wish to report on conditions which blunted revolutions in Britain, Russia, Spain and Belgium.)
- Do revolutions occur mostly for economic or for political reasons? Explain.

STRATEGY 14

This strategy depicts eyewitness accounts of the revolutions of 1848 in three countries.

. Select four students for the following roles:
  - Announcer
  - John Taney (Paris correspondent)
  - Tom Throcraw (Berlin correspondent)
  - Barbara Warren (Brussels correspondent)

. Distribute Worksheet D-15, "Nature of the Revolution." Instruct those students who have not been assigned a role to take notes on the situation in Europe in 1848. Proceed with the roleplay.

. Have students answer questions and follow the directions below:
  - What have you learned about the revolutions of 1848 from these news reports? Explain.
  - What evidence do you have that these revolutions received widespread support among the people? Explain.
  - How important was the role played by women in the French revolution of 1848? Explain.
  - How can you explain the outbreak of revolution in Berlin? Explain how you would find out the real cause for the outbreak of fighting.
  - How can you explain the unity brought about by the beginning of fighting in Berlin? If you were part of the crowd, how would you have reacted the moment the soldiers began firing into it? Explain.
  - Based on what you read about the situation in Brussels, how can you explain why Belgium was on the verge of revolt? Do you believe a revolution did take place? Explain. What conditions existed which made Belgium ripe for revolution?
  - Write your version of the scenario that turned the explosive mixture in Brussels into actual fighting. Research the actual spark which ignited the fighting.
  - Is war the best way to unite a people? Explain.
  - Are there similar symptoms of a coming revolution prevalent in the United States today?

. Expand the roleplay by:
  - having students conduct interviews with participants in the various revolts on Worksheet D-15.
  - having students prepare revolutionary placards.

STRATEGY 15

The concept of vertical diffusion, with respect to the formulation of revolutionary ideas, is represented on Worksheet D-16.

. Distribute Worksheet D-16, "Revolutionary Ideas," and have students follow directions and explain their answers to the following questions:

  - Describe the chart on Worksheet D-16. How does this chart explain the era of revolutions you have just studied?
  - How did the following historical periods influence the revolutions? Renaissance, Reformation, Scientific Revolution, and Enlightenment.
  - In the box headed "Rating" place the number 1 next to the period that had the greatest impact on the era of revolutions (1400s-1800s); place the number 2 next to the period following it in significance, and so on. Be prepared to justify your ratings before the rest of the class.

STRATEGY 16

In 1848, as in 1830, France was in revolt, this time against Louis Phillipe. Just as in 1830, the revolution in France provided the inspiration for those desiring freedom in other countries.

Historian Carl Schurz, a student in Germany at the time, recorded this excitement at the news of the French uprising.

. Distribute Worksheet D-17, "Nationalistic Feelings in Germany," and have students complete the exercise at the bottom of the worksheet and explain their answers to the following questions:

  - What did you learn about Germany in 1848 from this reading? Explain.
  - Why was the German writer so excited about a revolution in France?
  - Why did the German student believe that French nationalistic ideas would spread to Germany? Do you think that ideas like nationalism and democracy easily spread from one country to another? Explain.
  - Considering that Germany was not a nation, explain why the student refers to it as the fatherland. What ingredients of a German nation were present at the time? Explain.
  - How does the writer tie together the ideas of democracy and nationalism? Should they be tied together?
  - Was the writer wise in believing that democracy and nationalism would come at the same time?
  - Which would be a more important goal for you as a German; unification or democratization? Explain.

STRATEGY 17

Another example of the diffusion of revolutionary ideas appears on Worksheet D-18.

- Distribute Worksheet D-18, "German Revolutionary Poster," and have students explain their answers to the following questions:
  - What are the ideas proclaimed in this poster? What does the term, "European revolution" mean?
  - How does this poster indicate that the ideas of the French Revolution had spread to Germany?
  - How can you explain the spread of revolutionary ideas from France to Germany? Why were speeches being made in French and English as well as in German? What does this tell us about the spread of revolutionary ideas in Europe?
  - If you were living in what is now Germany, would you have attended the meeting? Explain. If you were the ruler, would you have allowed the meeting to take place? Explain.
  - Would Americans today be willing to fight for the ideas proclaimed in the poster? Explain.
  - Are people today less willing to revolt than people in 1848? Explain. Have people today less cause for revolt than 100 years ago? Explain.

SUB-THEME D: *THE IMPACT OF NATIONALISM HAS BEEN PROFOUND AND GLOBAL IN NATURE*

LEARNING ACTIVITY 3

RATIONALE

Many factors hindered the unification of both Germany and Italy. The force of nationalism, however, was so irrepressible that by 1871 the fragmented German and Italian states were able to achieve national consolidation. Credit for these accomplishments goes to the leadership of several individuals whose visions of a Germany and an Italy inspired courageous, cunning, and ruthless actions.

PERFORMANCE OBJECTIVES

Students will be able to:

. List the factors that hindered the development of German and Italian nations.
. Discuss the means by which Germany and Italy became nations.
. Evaluate the leadership roles of Bismarck, Garibaldi, di Cavour, and Mazzini.

STRATEGY 18

Contact between nations often had beneficial results. Sometimes, however, dependence upon others obstructed nationalist goals. Such was the case in Germany, where strong ties to Great Britain obstructed unification. Friedrich List was a German economist who advocated forming a Zollverein (tariff-free) trade area among German states.

· Distribute Worksheet D-19, "Breaking the Ties That Bind," and have students answer the following questions:

- What is happening in this cartoon?
- What is the cartoonist trying to say?
- In what way can one nation be harmed by its dependence on another?
- In what way is the United States government dependent on other nations?
- Germany needed some manufactured goods from Great Britain, since its own industry was not yet able to produce them. Would Germany have been better off waiting to further develop its own industry rather than tying itself so closely to Great Britain?

STRATEGY 19

Despite the optimism created by events in France, the German revolution failed. Unification was hampered by the degree to which Germany was fractionalized. At the time Bismarck became Prussian Prime Minister (1862), Germany's unification seemed quite remote.

. Distribute Worksheet D-20, "German States (1862)," and ask students to explain their answers to the following questions:

- What information do you get from this map about the German states in 1866? Name five German states.
- What problems concerning German unification are indicated on this map?
- To what degree was Germany a nation at this time? Explain.
- Which countries bordered the German Confederation?
- Do you think these countries would favor or oppose the unification of Germany?
- Considering the problems of German unification presented on this map, what steps would you have recommended to Bismarck to speed up the process of German unification?

STRATEGY 20

Important movements are almost always tied to key individuals. No better example exists than the influence of Otto von Bismarck on the unification of Germany.

. Distribute Worksheet D-21, "Global Times: Bismarck," and have students follow directions and answer the questions below.

- What words would you use to describe Bismarck? Explain.
- In what ways did Bismarck contribute to the unification of Germany? Explain. The five key steps in the unification of Germany are listed on the worksheet. Rate each of these steps from 1 (most significant to German unification) to 5 (least significant).
- How did Bismarck view democratic government? Why did he feel it would be bad for Germany? Explain.
- What did Bismarck mean when he said that Germany's problem would be solved through "blood and iron"? Explain. What evidence do you have that he used blood and iron to unite Germany? Explain.
- Why did Bismarck feel it was important to change the Ems Telegram? Do you agree with him? Was he justified in taking this action?
- Do you think Bismarck's tactics should be admired? Were they justified? Should United States presidents ever resort to Bismarck's tactics? Explain.
- Do you think Germans should consider Bismarck a hero? Explain.

- Distribute Worksheet D-22, "Order the Headlines," and have students place the headlines in the correct chronological order (2,4,3,1,5). Then have students complete the remaining exercise on the worksheet.

- Distribute Worksheet D-23, "Bismarck Dead," and have students follow the directions below:

  - On the day Bismarck died obituaries were written in all the major countries of the world desribing the event and giving various opinions on the life of Bismarck. On the worksheet provided, write Bismarck's obituary as you think it would have appeared in each of the following countries: Germany, France, Austria, and Denmark.

- Have students compare the obituaries they wrote and explain how each of these countries would have viewed Bismarck.

- Distribute Worksheet D-24, "Cartoon: German Empire," and have students complete the exercise on the worksheet and then review it with them.

STRATEGY 21

Bismarck ruled as the "Iron Chancellor" for almost 20 years. Under him Germany prospered and became one of the leading industrial nations. A uniform currency was instituted. Under him, the first social insurance laws were passed. Workers received government insurance for old age, sickness, and accidents. At the same time, little toleration was displayed toward Catholics or Jews by the German chancellor who believed that all people living in Germany should act like Germans. In 1888 a new king, Kaiser Wilhelm II, took the throne. The strong new ruler did not find the need for as strong a personality as Bismarck's in the chancellor's position. By 1890, the Kaiser had dismissed Bismarck.

- Distribute Worksheet D-25, "Dropping the Pilot," and have students complete the exercise below the cartoon.

- Review students' answers.

- Have students explain their answers to the following questions:

  - What is happening in the cartoon?

  - Why is Bismarck referred to as the pilot? Explain.

  - Do you agree with the cartoonist's view of Bismarck? Explain.

  - Why do people draw political cartoons?

  - What advantages do cartoons have over written editorials? What are the disadvantages of using cartoons to express one's opinion?

  - Do you think the political cartoon is a good vehicle for expressing an opinion?

Students might be encouraged to bring in political cartoons related to contemporary issues.

STRATEGY 22

In order to appreciate the formidable task entailed in the unification of Italy, one need only examine a map of the Italian peninsula in 1859.

. Distribute Worksheet D-26, "Unification of Italy," and have students answer the questions on the worksheet.

. Review students' answers.

. Ask students to explain their answers to the following questions:

- What can we learn from this map?
- How does this map indicate the problems faced by those who wished to unify Italy? Explain.
- If you were designing a plan to unify Italy, what steps would you include to overcome those problems?
- What was the key missing ingredient necessary for unification?
- What advice would Bismarck give to those interested in unifying Italy?
- Did Italy face greater problems in unifying than Germany? Explain.
- Was it possible to unite Italy through peaceful measures alone? Explain.

STRATEGY 23

An example of the diffusion of nationalist ideas generated by the French Revolution appears on Worksheet D-27. It comes from the biography of Giuseppi Mazzini, the Italian nationalist.

· Distribute Worksheet D-27, "Mazzini's Conversion to Nationalism," and have students explain their answers to the following questions:

- What does this article tell us about Mazzini?
- How does Mazzini explain why early attempts at Italian unification failed?
- Why was Mazzini impressed by the tall, black-bearded man?
- How does Mazzini explain his own feelings toward liberties? To what degree does this show that ideas such as liberty are the product of many cultures? To what degree does this reading indicate that the French Revolution had great impact around the world? Explain.
- Why did the sight of Italian refugees make such a great impression on Mazzini?
- Assume you were Mazzini. How would you have felt about what you saw? What would you have done about it?

STRATEGY 24

As was the case in other countries, it was the work of great leaders in Italy to channel latent nationalistic feelings in the desired direction. Italian unification was achieved by the work of three men: Camillo di Cavour, Giuseppe Mazzini, and Giuseppe Garibaldi. Each man had a unique talent. In order to understand their roles, have students examine Worksheet D-20.

. Distribute Worksheet D-28, "Italian Leaders," have students examine each of these movements, and have them read the inscriptions and explain their answers to the following questions:

- How can you explain Mazzini's title as "the soul of unification," Garibaldi's as "the sword of unification," and di Cavour's as "the brain of unification"?
- What did you learn about these men from the worksheet? Explain.
- How did Mazzini's oath, taken by members of Young Italy, attempt to stir up nationalistic feelings? How would you feel as an Italian taking such an oath? How can you compare this oath to the pledge of allegiance? Explain. Should the pledge be recited each day in your official class?
- Suppose you were a member of Young Italy and were asked to kill a group of people for the purpose of uniting the country. What would you do? Explain.
- As a soldier in one of Garibaldi's armies, what would be your reaction to hearing his speech? Explain.
- What does Garibaldi mean when he says, "Prove to the world that it is no lie that Roman generations inhabited this land"?
- Would you be willing to join such an army if the situation presented itself today?
- Compare the tactics of di Cavour with Bismarck's.
- Is di Cavour to be admired for encouraging wars?
- Could Italy have been unified without these three men? Was one more important than the others?
- Assume the year is 1971 and you are on a committee to design a stamp commemorating the 100th anniversary of the Italian unification. Describe your design for the stamp. Which man's picture would you put on the stamp? Explain.

STRATEGY 25

The cartoon on Worksheet D-29, raises moral questions regarding tactics to be employed in building nations in general and Italy in particular.

. Distribute Worksheet D-29, "Right Leg in the Boot at Last," and have students explain their answers to the following questions:

- What is happening in the cartoon? What is Garibaldi saying to the King? Explain.
- What is the cartoonist trying to say?

- Do you agree that force was necessary to unify Italy? Explain.
- Is the use of violence justified in the name of nationalism? Explain.
- If you were King Victor Emanuel, how would you have responded to Garibaldi?

. Draw the following chart on the chalkboard; numbers should be one foot apart.

. Ask students to line up behind the number which best represents their opinion of Garibaldi's suggestion. Discuss the reasons for their choices.

1	2	3	4	5
Totally unjustified	Unjustified unless every other tactic is used	Unsure if it is justified or not	Justified but not necessarily desirable	Totally justified no matter how many people suffer

STRATEGY 26

The timeline on Worksheet D-30, will assist students in finding the chronology related to the unification of Italy.

. Distribute Worksheet D-30, "Timeline, " and have students follow its instructions. Then, have them follow the directions and explain their answers to these questions:
  - In what year did the most important step towards unification occur? Explain.
  - Why did the process take 25 years? Could it have taken less time? Explain.
  - Is the timeline a helpful aid in the study of history? Explain.
  - Make a timeline of the nationalistic revolutions in Europe in the nineteenth century.
  - How much did the revolutions in Europe spark one another? Would unification in Europe have been affected had there been no French Revolution? Explain.

STRATEGY 27

Italian and German unification had significant similarities and differences.

· Distribute Worksheet D-31, "Summary of Unification," and have students follow directions and complete the chart on the worksheet. Then ask students to explain their answers to the following questions:
  - What information does this chart give us?
  - In what ways was the unification process in Germany similar to that in Italy? Different?

- Would the unification process have taken place at the same time if Napoleon had never lived? Explain.
- Would unification have taken place if Bismarck, Garibaldi, Mazzini, and di Cavour had never lived? Explain.
- Do times make the people, or do people make the times? Explain.
- What conclusions can you draw about ways countries are unified? Explain.

STRATEGY 28

Nationalist struggles of the nineteenth century still inspire Third World countries today. Nationalism has caused conflicts in loyalties within countries, but has also led to independence. Students will be given an opportunity to roleplay the creation of Indonesia after World War II.

- Distribute Worksheet D-32, "Unification of Indonesia: A Role Play," and D-33, "Indonesia: Map," and review the entire roleplay yourself.
- Have students follow procedures outlined on the worksheet.
- After students have voted for solutions to the problems described on the worksheet, distribute Worksheet D-34, "Unification of Indonesia: Decisions," containing the actual decisions adopted by the Indonesian nationalists.
- Have students explain their answers to the following questions:
  - How did the decisions you reached compare to those reached in the actual situation? How can you explain the differences? Were your decisions better than theirs?
  - Which speaker proved most convincing in this roleplay? Did any of the speakers change your mind?
  - In what ways were the problems faced by Indonesia similar to or different from those of Italy and Germany in the struggle for unification? Is unifying a nation easier or more difficult today?
  - What role do you think a Bismarck, Cavour, Garibaldi, or Mazzini would have played here? Explain. Would they have helped or hindered the unification process? Explain.
  - One of the decisions faced by Indonesia was whether to encourage or discourage people of different ethnic and cultural backgrounds to join their country. Is such a diversity good for a country? Has it been good for the United States? Should we continue to admit or limit the influx of people from different cultures to this country?
  - Another problem presented here is the question of language. Many groups in the United States believe that all Americans should speak and learn in their native language; others feel everyone should speak and learn only in English. With which group do you side? Would your answer be different if the United States were just beginning as a nation?
  - What is your reaction to the roleplay? Did it acquaint you with the problems involved in building nations? How should things be done differently next time?